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ABSTRACT

During 1992-93, 170,146 secondary and 140,681 postsecondary students were enrolled in secondary-level vocational training (VT) programs throughout Florida. A total of 12,545 single parents, displaced homemakers, and single pregnant women received VT-related services. Nontraditional vocational training programs served 2,995 females and 476 males. VT programs also served 961 youthful offenders, 629 adult female offenders, and 4,198 male offenders. Special VT programs, services, and activities were provided to 34,047 secondary and 25,856 postsecondary disabled students, 20,336 secondary and 28,880 postsecondary limited English proficient students, and 119,005 secondary and 213,376 postsecondary disadvantaged students. State leadership and professional development activities were provided to vocational educators. Ten urban community-based organizations in 6 counties provided VT services to economically and educationally disadvantaged youth, consumer and homemaking education programs served 84,779 students, and 17 consortia consisting of 17 community colleges and 35 participating school districts implemented tech prep programs. A coherent sequence of courses was developed that integrated applied academics into vocational education, and career guidance and counseling services were provided to 44,597 secondary and 57,431 postsecondary students. (Eleven tables are included. Appended are enrollment tables, descriptions of 16 exemplary vocational education programs, and information about allocation of funds to vocational student organizations and supplementary state grants.) (MN)

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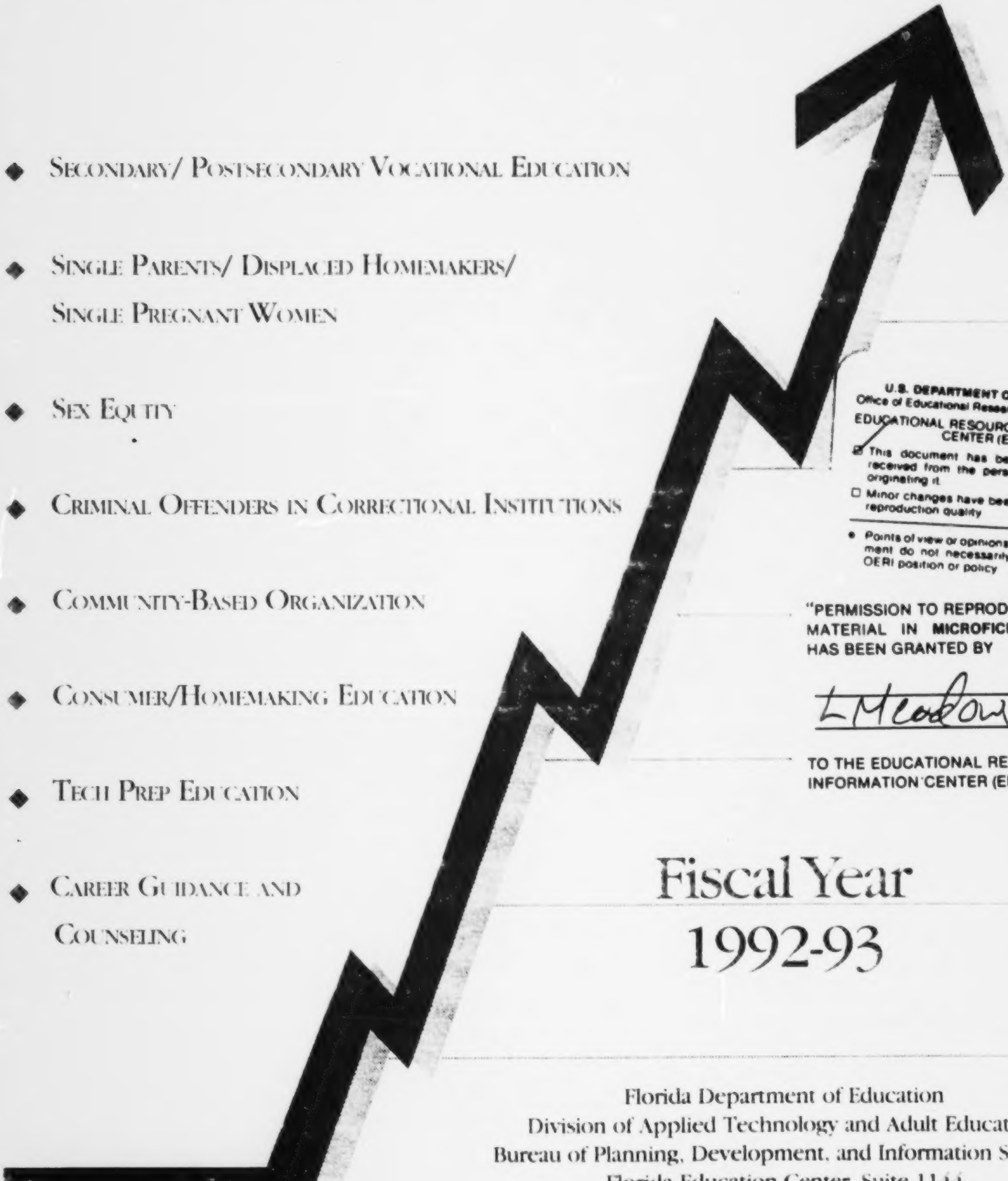
FEDERAL PERFORMANCE REPORT FOR VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION



- Secondary/ Postsecondary Vocational Education
- Single Parents/ Displaced Homemakers/ Single Pregnant Women
- Sex Equity
- Criminal Offenders in Correctional Institutions
- Community-Based Organization
- Consumer/Homemaking Education
- Tech Prep Education
- Career Guidance and Counseling

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Fiscal Year 1992-93

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FEDERAL PERFORMANCE REPORT FOR VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION

PROGRAM YEAR 1993

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EXECUTIVE SUMMARY

The *Annual Federal Performance Report for Vocational Education,* Program Year 1992-93, is developed by the Florida Department of Education, Division of Vocational, Adult and Community Education (DVACE). This report describes progress the State of Florida made in achieving the goals and objectives set forth in the State Plan for Vocational Education, Fiscal Year 1992-93, in compliance with the provisions of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990, Public Law 101-392.

Section 1.0 - Performance Standards and Core Measures were developed and implemented prior to the September 25, 1992 deadline. A statewide system of performance standards and core measures was developed, articulated and implemented for secondary and postsecondary levels.

Section 2.0 - Secondary, Postsecondary/Adult Occupational Programs, Services and Activities describes the achievements for expending funds for the development of programs, services and activities that were designed to meet the needs of students in Secondary and Postsecondary Occupational Programs.

During the 1992-93 program year, the number of students enrolled in vocational job preparatory programs at the secondary and postsecondary levels included:

- *170,146 students enrolled in secondary vocational training programs.*
- *140,681 students enrolled in postsecondary vocational training programs.*

Section 3.0 - Single Parents, Displaced Homemakers, and Single Pregnant Women describes the achievements made in the development of programs, services and activities designed to meet the needs of students who are single parents, displaced homemakers and/or single pregnant women.

During the 1992-93 program year, the number of students receiving services through the program were:

- *12,545 single parents, displaced homemakers and single pregnant women*
- *6,224 students entered training*
- *6,321 students enrolled in vocational programs*

Section 4.0 - Sex Equity Programs provide programs, services, comprehensive career guidance, counseling and activities to eliminate sex bias and sex role stereotyping in secondary and postsecondary vocational education. Sex equity programs also offer vocational education programs, services and activities for women ages 14-25, to enable them to support themselves and their families.

During program year 1992-93, the number of students enrolled in nontraditional vocational training programs were:

- *3,471 students, which includes 2,995 females and 476 males, enrolled in nontraditional vocational training programs.*

Section 5.0 - Criminal Offenders describes the achievements for expending funds for the development of programs, services and activities that were designed to meet the special needs of criminal offenders in correctional institutions.

During program year 1992-93, the number of criminal offenders enrolled in vocational training programs included:

- *961 youthful offenders (male and female offenders below the age of 25)*

- *629 adult female offenders*

- *4,198 adult male offenders*

Section 6.0 - Special Populations describes the achievements for expending funds for the development of programs, services and activities that were designed to meet the special needs of students who are disabled, limited English proficient and disadvantaged.

During program year 1992-93, the number of special populations students served in vocational training programs included:

- *34,047 students with disabilities served by secondary vocational training programs.*

- *25,856 students with disabilities served by postsecondary vocational training programs.*

- *20,336 limited English proficient students served by secondary vocational training programs.*

- *28,880 limited English proficient students served by postsecondary vocational training programs.*

- *119,005 disadvantaged students served by secondary vocational training programs.*

- *213,376 disadvantaged students served by postsecondary vocational training programs.*

Section 7.0 - State Leadership and Professional Development provided opportunities for vocational educators to participate in in-service development activities which reflected current trends and the changing needs of students served by vocational education.

The areas in which professional development activities took place included: Agribusiness and Natural Resources, Business Education, Health Occupations Education, Consumer and Homemaking Education, Industrial Education, Marketing Education, Technology Education, Special Needs, Career Development, Tech Prep Education and Vocational and Academic Curriculum Development.

Section 8.0 - Community-Based Organizations received assistance for the development of programs, services and activities which enhanced the participation of severely economically and educationally disadvantaged youth.

- *During program year 1992-93, ten urban Community-Based Organizations in Broward, Dade, Duval, Hillsborough, Palm Beach and Pinellas counties served these youth.*

These organizations included four regional chapters of the Urban League, the Eckerd Foundation, four local nonprofit organizations and a program sponsored by a public school district.

Section 9.0 - Consumer and Homemaking Education was granted funds for instructional programs, services and activities that prepared youth and adults for homemaking and provided instruction in the areas of food and nutrition, consumer education, family living and parenthood education, child development and guidance, housing and home management and clothing and textiles.

- *During the 1992-93 program year, the number of students served was 84,779.*

Section 10.0 - Tech Prep Programs provide a link between secondary schools and postsecondary educational institutions. Tech Prep is implemented through agreements between members of eleven consortia. Each consortium consists of institutions offering two years of secondary school preceding graduation and institutions offering two years of higher education or an apprenticeship training program lasting at least two years beyond secondary school.

- *During program year 1992-93, the following number of secondary and postsecondary educational institutions implemented Tech Prep programs: Tech Prep consortia numbered 17. The consortia are comprised of 17 community colleges and 35 participating school districts.*

Section 11.0 - Integrating Applied Academics into Vocational Education is achieved in Florida through the development of coherent sequences of courses so that students achieve both academic and occupational competencies. The primary vehicle for achieving this integration in Florida is the *Blueprint for Career Preparation.*

Section 12.0 - Career Guidance and Counseling prepares students to make informed career and educational decisions. While there are many activities in Florida to support career guidance and counseling, the core program is the *Blueprint for Career Preparation.* The focus of the *Blueprint* is that students graduate prepared to begin a career and continue their education.

- *During program year 1992-93, the Blueprint for Career Preparation provided 522,000 students in 49 participating districts with the building blocks for success from pre-Kindergarten through postsecondary levels. The number of students served in vocational job preparatory programs in the state of Florida is included in Appendix A.*

- *During program year 1992-93, Guidance and Counseling served 44,597 secondary and 57,431 postsecondary students.*

Florida's Federal Performance Report for Vocational Education 1993

INTRODUCTION

The mission of the Division of Vocational, Adult, and Community Education is to provide leadership and technical assistance to ensure educational accountability in support of Florida's public education system. That system employs instructional programs, projects and services to improve student learning, to increase literacy skills and vocational competencies needed to enter and progress in the work force and postsecondary education, to enable students to compete in a global economy, and to exercise the rights and responsibilities of citizenship.

This Annual Federal Performance Report, which covers program year 1992-93, was prepared to meet the requirements of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990, P.L. 101-392. The report has 12 sections and an appendix. The content in each section is based on guidelines developed by the Office of Vocational and Adult Education, Division of Vocational-Technical Education.

In response to the guidelines, the report describes the progress the State has made in achieving goals and objectives outlined in the State Plan for Titles I, II and III of the Carl D. Perkins Act. Appendix A shows the enrollment figures of students in vocational job preparatory programs in Florida funded by federal, state, and other funding sources.

The report's content was obtained from information submitted by eligible recipients on "Reporting Form for Projects Assisted by the Carl D. Perkins Vocational and Applied Technology Education Act of 1990, Public Law 101-392," distributed by the Division of Vocational, Adult, and Community Education (DVACE). Selected sections are reported from DVACE MIS (Management Information Systems).

RESULTS

The results of this report are described with narrative text and tables on the following topics:

1.0	Performance Standards and Core Measures
2.0	Secondary and Postsecondary Vocational Education Program, Services, and Activities
3.0	Single Parents, Displaced Homemakers and Single Pregnant Women Programs, Services, and Activities
4.0	Sex Equity Programs, Services, and Activities
5.0	Programs and Services for Criminal Offenders in Correctional Institutions
6.0	Achievements in Serving Special Populations ◆ Disabled ◆ Limited English Proficient ◆ Disadvantaged
7.0	State Leadership and Professional Development Activities
8.0	Community-Based Organization Programs, Services and Activities
9.0	Consumer and Homemaking Education Programs
10.0	Tech Prep Programs
11.0	Integrating Applied Academics into Vocational Education
12.0	Career Guidance and Counseling Programs, Services and Activities

1.0
Performance Standards and Core Measures

What progress was made in developing, articulating, and implementing the statewide system of performance standards and core measures for secondary, postsecondary, and adult levels? 1.1

A statewide system was developed and implemented prior to the (September 25, 1992) deadline. The Division of Vocational, Adult, and Community Education numbered memo 92-59 was sent to all eligible recipients of Perkins funds on September 16, 1992 announcing the system. DVACE also conducted a series of drive-in workshops scheduled to assist recipients in implementing local systems pursuant to the Perkins law. Subsequent to the adoption of the original system of core measures and standards, the need for articulation with performance standards, standards being developed under Florida's House Bill 167, Blueprint 2000 and other new laws necessitated the modification of that system to create a new "consensus" system. This consensus system is intended to satifsy the requirements of all state and federal laws regarding performance measures for vocational education programs.

What coordination procedure(s) for using existing resources and methods from other agencies with vocational-technical education (JTPA, JOBS, etc.) were used? 1.2

A meeting with Job Training Partnership Act (JTPA) staff in the Division of Vocational, Adult, and Community Education was held to explore possibilities for using existing resources and methods. It was concluded, however, that at that juncture, the existing methods and resources used by JTPA were not suitable for the purpose envisioned for the statewide system of core measures and standards. No conflict between JTPA standards and proposed "Perkins" standards was identified.

Discussions with local Social Security staff provided assurance that proposed standards and measures did not conflict with Social Security standards.

In an effort to assure the coordinating and maximizing of resources, local education agencies were provided a list of federal programs in which funds could be used to support the implementation of Florida's core measures and standards. Names, addresses, and telephone numbers of contacts were also provided.

1.3 **What was the contribution of the Committee of Practitioners to the development of the statewide system of performance standards and core measures?**

The committee functioned as specified by the Perkins law. It reviewed, commented on, and proposed revisions to draft proposals for a statewide system of core measures and standards made by DVACE for the State Board. The committee met at various sites around the state on numerous occasions. In addition, they participated in at least one telephone conference for the purpose of providing further input to staff who were drafting the system.

1.4 **What were the performance standards and core measures developed and used to assess vocational technical education students' progress?**

See page 7.

1.5 **What percentage of local educational agencies (LEAs) implemented the statewide system of performance standards? What percentage of LEAs met the performance standards in the statewide system?**

One hundred percent of the local educational agencies will adopt and implement the revised statewide system. The extent to which performance standards and targets are met will not be known until late fall or early winter of the 1993-94 school year.

How did the State assist the LEAs in overcoming difficulties in developing and implementing the statewide system of performance standards? 1.6

DVACE held many meetings throughout the state that allowed local educational agencies to provide input for the development of core measures and standards.

The State made every effort to devise a system that would not impose an additional burden on LEAs by requiring additional data collection at the local level. It was considered desirable to make the best possible use of data already available to the state from local reporting efforts rather than designing an "ideal" system requiring data not currenly being collected. As implementation is finalized, the analysis testing compliance with the standards for all programs receiving Perkins funds or enrolling students who receive Perkins-funded services, by school, will be done by DVACE and transmitted electronically to LEAs. This will reduce the burden on LEAs and insures consistency in computation methodology. Since DVACE data computations will be available only "after the fact," LEAs were encouraged to do their own computations as well to monitor local progress in meeting standards. Close monitoring can permit LEAs to undertake corrective action if problems are identified.

To assist LEAs in implementing the system, DVACE wrote a comprehensive implementation manual. It included statewide measures and standards, worksheets detailing the computation methodology for each standard, definitions, assessment criteria, annotated citations of applicable federal and state laws, questions from local vocational deans and directors who had previewed and critiqued a draft version of the system, and DVACE's answer to those questions.

A series of drive-in workshops and workshop updates was held around the state to familiarize LEAs with the system. DVACE staff have answered numerous questions from around the state pertinent to the system. Several technical assistance papers are planned in FY 94-94, that will respond to questions and issues identified by staff and local educational agencies in implementing the system.

In addition, DVACE is implementing a new program review system that will highlight the relationship between the output and outcome measures with their standards and the educational process that affect those outputs and outcomes. This vital relationship will form the basis for program improvement plans developed under this new system.

Consensus Measures and Standards for Secondary And Postsecondary Vocational Education Supported by the Carl D. Perkins Act, Blueprint 2000 HB-167 (1992 Legislature) and Community College Accountability

		Sec	PSV*	PSAV**
1.	By the end of school year 1994-95, the program productivity rate for all students will equal or exceed the program productivity improvement target.		X	X
	By the end of school year 1994-95, the program productivity rate calculated for targeted population students will equal or exceed the program productivity improvement target established for all students as described above.		X	X
2.	By the end of school year 1994-95, the program placement rate for all students will equal or exceed the program placement improvement target.	X	X	X
	By the end of school year 1994-95, the program placement rate calculated for targeted population students will equal or exceed the program placement improvement target established for all students as described above.	X	X	X
3.	By the end of school year 1994-95, the full-time/full-quarter earnings level by program will equal or exceed the program full-time/full-quarter earnings target.		X	X
4.	By the end of school year 1994-95, the institution-wide earnings level for all students will equal or exceed the earnings level target calculated for all students.		X	X
	By the end of school year 1994-95, the institution-wide earnings level for targeted population students will equal or exceed the earnings level target calculated for all students.		X	X
5.	By the end of school year 1994-95, the percentage of students who receive vocational certificates for completion of a vocational job preparatory program and who have completed 2 high-level (Level II and/or III) math, science, or communication classes before graduation from high school will equal or exceed the district's improvement target. [Exclude exceptional students (except gifted) and students enrolled in state-approved drop-out prevention programs under modified curriculum or standards from the calculation of this measure.]	X		
6.	Basic Skills Remediation of Vocational Students			
	a. By the end of school year 1994-95, all students who receive vocational certificates for completion of a vocational job preparatory program will have been awarded or will be eligible for a high school diploma.***	X		
	b. By the end of school year 1994-95, students who receive vocational certificates for completion of a postsecondary adult vocational program of 450 hours or more shall have demonstrated minimum basic skills grade levels in mathematics and language. The minimum levels for each program are published annually in the "vocational education program courses standards." (See State Board of Education Rule 6A-10.040)			X
	By the end of school year 1994-95, students who receive associate in science degrees for completion of a postsecondary vocational program shall have demonstrated reading, writing, and mathematics proficiency as defined in State Board of Education Rule 6A-10.0315.		X	
7.	By the end of 1994-95, targeted population vocational enrollment rates will equal or exceed targeted population enrollment targets as determined by a comparison of school district and community college vocational enrollment data and base line data collected from appropriate state and federal agencies (such as the U.S. Census Bureau).		X	X

*PSV - Postsecondary Vocational (CC) **PSAV - Postsecondary Adult Vocational

***Secondary students must pass the State Student Assessment Test or demonstrate mastery of special student performance standards.

Adopted 9/25/92 by Committee of Practioners pursuant to the Carl D. Perkins Vocational and Applied Technology Education Act of 1990.

2.0
Secondary and Postsecondary Vocational Education Programs, Services and Activities

Secondary and postsecondary vocational students benefited from vocational programs offered in school districts and community colleges. These programs enabled students to acquire competencies needed for employment. Special efforts were made to assist students in acquiring both the academic and vocational skills needed for today's labor market and the future by integrating the teaching of academics into vocational programs.

2.1 **For the total number of students served in vocational job preparatory programs in Florida, see Appendix A.**

2.2 **Table 1 displays program service areas and the number of secondary and postsecondary vocational students served in vocational job preparatory programs with Carl D. Perkins Act federal vocational funds.**

2.3 **Types of Secondary and Postsecondary Institutions Offering Programs:**

Secondary Institutions

High Schools

Postsecondary Institutions

Area Vocational-Technical Centers
Community Colleges

Achievement of Programs, Services and Activities Per Section 235 of the Law 2.4

Tables 2 and 3 display programs/services provided in secondary and postsecondary institutions and the number of students served with Carl D. Perkin's funds.

For a description of the exemplary programs, Life Skills and Career Development, see Appendix B. 2.5

Table 1

Enrollments of Secondary and Postsecondary Students in Vocational Job Preparatory and Practical Arts Programs Funded by the Carl D. Perkins Act Federal Vocational Funds Program Year 1992-93

Program Service Areas	Enrollments	
	Secondary	Postsecondary
Agribusiness	8,282	601
Business	44,340	32,841
Diversified Occupations	8,026	1,396
Health Occupations	3,515	21,617
Home Economics*	77,484	7,295
Industrial	7,145	29,967
Marketing	3,028	6,618
Public Service	1,549	4,346
Technology Education	16,777	
TOTAL	170,146	104,681

*Includes Consumer Homemaking and Home Economics

Source DVE 318, 1992-93

Table 2

Services Provided to Secondary Students Enrolled in Vocational Programs Supported by Carl D. Perkins Act Federal Vocational Funds (Section 231) Program Year 1992-93

Services	Students Served					
	Regular	Disabled	Disadvantaged	LEP	Sex Equity	TOTAL
Aides	939	2,085	6,454	365	4	9,847
Basic Skills/Rem*	14,537	1,736	19,329	4,062	21	39,685
Child/Dep Care*	43	1	36	2	0	82
Curric Dev/Mod*	17,948	5,497	10,550	2,067	2,086	38,148
Dropout Prevention	3,056	400	4,267	1,051	1,253	10,027
Equipment	25,082	4,171	14,758	3,264	2,221	49,496
Equity Awareness	8,777	1,155	2,766	140	2,120	14,958
Guid/Counseling*	19,101	6,036	16,999	500	1,961	44,597
Interpreters	61	6	7	10	349	433
Job Placement	6,502	948	5,895	3,389	405	17,139
Books/Mtls/Supps*	11,141	2,704	11,588	4,176	1,826	31,435
Outr/Recruitment*	15,837	3,188	9,930	548	1,570	31,073
Prof/Staff Dev*	4,983	601	1,676	210	604	8, 074
Transportation	885	600	688	50	5	2,228
Tuition/Fees	24	0	29	0	0	53
Tutors	722	256	1,013	35	43	2,069
Voc Asses/Eval*	16,604	3,723	11,659	414	178	32,578
Other	543	940	1,361	53	10	2,907
Total	146,785	34,047	119,005	20,336	14,656	334,829

*Abbreviations are as follows:

Basic Skills/Rem - Basic Skills Remediation
Child/Dep Care - Child Care/Dependent Care
Curric Dev/Mod - Curriculum Development/Modification
Guidance/Counseling - Guidance/Counseling
Books/Mtls/Supps - Books/Materials/Supplies
Outr/Recruitment - Outreach/Recruitment
Prof/Staff Dev - Professional/Staff Development
Voc Asses/Eval - Vocational Assessment/Evaluation

Source: DVE 318, 1992-93

Table 3

Services Provided to Postsecondary Students Enrolled in Vocational Programs Supported by Carl D. Perkins Act Federal Vocational Funds, Under Section 232 Program Year 1992-93

Services	Students Served					
	Regular	Disabled	Disadvantaged	LEP	Sex Equity	TOTAL
Aides	6,727	895	5,425	526	691	14,264
Basic Skills/Rem	12,233	1,771	53,097	3,219	583	70,903
Child/Dep Care	0	13	158	0	5	176
Curric Dev/Mod	14,971	1,992	11,276	1,123	1,042	30,404
Dropout Prevention	1,641	533	5,174	1,605	100	9,053
Equipment	24,567	2,238	23,179	4,052	1,553	55,589
Equity Awareness	1,356	951	4,696	2,199	1,112	10,314
Guid//Counseling	21,350	4,332	26,075	3,992	1,682	57,431
Interpreters	1	254	24	1,428	1	1,708
Job Placement	2,464	701	3,211	494	117	6,987
Books/Mtls/Supps	10,133	1,147	11,467	1,495	1,787	26,029
Outr/Recruitment	13,452	2,302	22,633	2,291	1,645	42,323
Prof/Staff Dev	4,710	995	1,956	555	469	8,685
Transportation	0	9	888	113	16	1,026
Tuition/Fees	241	656	1,401	238	3	2,539
Tutors	5,998	1,263	16,145	1,344	439	25,189
Voc Asses/Eval	19,296	3,696	23,553	4,184	1,868	52,597
Other	1,729	2,108	3,018	22	154	7,031
Total	140,869	25,856	213,376	28,880	13,267	422,248

Source: DVE 318, 1992-93

3.0
Single Parents, Displaced Homemakers, and Single Pregnant Women Programs, Services, and Activities

The Single Parents, Displaced Homemakers, and Single Pregnant Women Program recruits, prepares and supports women in vocational training programs that lead to high-wage occupations.

In program year 1992-93, 12,545 single parents, displaced homemakers and single pregnant women were served in projects located in school districts, vocational centers, community colleges, and community-based organizations. Of these, 6,224 students were being assisted to enter training and 6,321 actually were enrolled in vocational programs.

Enrolled students included 3,440 single parents, 2,494 displaced homemakers, and 387 single pregnant women.

The total number of single parents, displaced homemakers, and single pregnant women enrolled in secondary and postsecondary vocational job preparatory programs in Florida is displayed in Appendix A. **3.1**

A description of services provided by single parents, displaced homemakers, and single pregnant women programs included: **3.2**

- Outreach, identification and recruitment of eligible students
- Vocational assessments and career counseling leading to creation of an Individualized Career Plan (ICP) which serves as a "roadmap" through course selection (all students)

- Referral for personal and family services as well as academic, language or other remediation

- Where available, financial help with tuition, textbooks, transportation, child care, tools, and/or other educational supplies for those students who are qualified economically and are enrolled in high-wage vocational training

- Support groups, involving mutual assistance and outside resources, to help students solve problems that hinder successful educational achievement

- Career fairs, field trips, mentoring and other linkages with business representatives to provide "real world" career assistance

- Assistance with job referral and placement

Program coordinators in school districts and community colleges assisted students in applying for and receiving economic assistance from federal and state financial aid sources as well as local fundraising activities. Some assisted homeless individuals, including locating shelter.

In 1992-93, increasing numbers of victims of domestic violence were assisted by local programs. As a result, a special initiative to extend services to domestic abuse shelters and conduct an assessment of educational needs for shelter residents were scheduled for the 1993-94 program year.

Occupational specialists were assigned to assist single teen parents and pregnant teens in choosing and preparing for high-wage vocational training. These programs are exploring ways to time-crunch secondary graduation requirements through competency-based education and dual enrollment so that teen parents can graduate with parenting and job-ready skills.

Table 4 displays types of programs/services provided to single parents, displaced homemakers and single pregnant women and the number of students served.

The special delivery methods used that were unique and/or effective included: 3.3

Programs exhibiting success among a large proportion of student participants were found to offer extensive orientation or preparatory workshops preliminary to students' course enrollment. These programs helped returning students become acclimatized to the educational environment, to achieve life skills, to gain confidence, to learn study techniques, to engage in extensive career exploration and to meet other returning students for mutual self-help.

Many of the programs equipped "clothes closets" to provide students with outfits for job interviews. Some kept revolving supplies of tools, uniforms, and textbooks to lend to students.

Community involvement through program advisory committees, mentoring programs, adoption by civic groups, etc., supplied creative problem-solving and trouble-shooting for single parents, displaced homemakers and single pregnant women by "guardian angels." These linkages led to the hiring of students upon completion of training by advisory committee members, mentors, business persons and civic activists.

Other unique activities included:

- Assistance in finding jobs, completing job applications, rehearsing job interviews, and improving personal appearance
- Accessibility of staff to students in the evening or for 24 hours
- Emergency funds and other social services

- Take-home computers and software, videotaped classes, and independent study and cooperative learning

- Peer mentoring and alumni advisors

- Recruiting students through and assistance from domestic relations attorneys

- Providing awards for best career shadowing experience to stimulate interest

- Visits to all vocational training programs and technology centers for potential students

- Partnerships with financial aid offices, civic groups, and agencies to ensure that all student needs are met. Similarily, a financial aid "network" was established that included as many as four sources helping one student

- Using a recruitment video throughout the community

- Having business partners sponsor luncheon support meetings

- Creating service partnerships to have various caseworkers and helping agency representatives schedule routine counseling sessions on campus

- Sponsoring "So You've Got the House...Financial Survival for the Newly Single Woman" with volunteer lawyers, accountants, realtors and bankers. Similarly, banks provided budgeting training

- Engaging civic clubs to help with such personal needs as dental bills, transportation to doctors, Christmas gifts, etc.

- J.T.P.A. and H.R.S. co-sponsoring employability skills training

- Using VISTA volunteers to extend staff services

The services that seem to be most needed by single parents, displaced homemakers, and single pregnant women, listed in priority order (as reported by Perkins recipients) include: 3.4

1. Child care, including on-campus care and care for children when they were sick

2. Personal counseling

3. Affordable and convenient transportation and tuition assistance for beginning students as well as for those continuing programs

4. Support systems including administrative support and peer groups to provide encouragement and assistance for a wide variety of practical and emotional needs

5. Career guidance and counseling

6. Other services listed as most needed but referred to outside providers:

    - Mental health, family, legal, and social services

    - Other books, materials, and supplies for classes

    - Self-esteem building, motivation, goal-setting, personal development classes, and other informational sessions

    - Job information and placement (several mentioned the need for entry-level jobs in areas related to the vocational training that participants were receiving)

- Housing (waiting list for low cost housing may be from 1 1/2 to 2 years)
- Academic and vocational assessment
- Basic skills remediation through General Education Development (GED) Preparation and use of System for Applied Individualized Learning Labs
- Scholarships

3.5 Descriptions of exemplary programs

See Appendix B for descriptions of exemplary programs at Lake City and Seminole Community Colleges, Washington-Holmes Area Vocational-Technical Center, and Charlotte and St. Johns Counties.

Table 4

Services Provided to Single Parents, Displaced Homemakers, and Single Pregnant Women with Carl D. Perkins Act Federal Vocational Funds Program Year 1992-93

Services	# Participants	# Times Services Were Provided
Child/Dependent Care	523	1,120
Dropout Prevention	6,012	13,266
Equity Awareness	*	16,626
Guidance/Counseling	12,739	25,756
Job Placement	2,693	3,256
Books/Materials/Supplies	1,045	1,594
Outreach/Recruitment	*	59,132
Professional/Staff Development	*	7,183
Transportation	329	1,569
Tuition/Fees	4,115	4,826
Vocational Assessment/Evaluation	3,704	4,396
Other	8,191	14,623

Source: Computer-Assisted Management Program (CAMP), developed for programs serving Single Parents, Displaced Homemakers, and Single Pregnant Women under the Carl D. Perkins Act, Section 221

* Duplicated count cannot be determined, since same individuals may have participated more than once

4.0
Sex Equity Program, Services and Activities

The purpose of Florida's Sex Equity Program is (1) to assist students in enrolling in vocational training that is nontraditional for their gender; (2) to provide programs, services, activities, and career guidance to eliminate sex bias and sex role stereotyping in secondary and postsecondary vocational education, and (3) to offer vocational education programs, services, and activities for girls and women, ages 14-25, to enable participants to support themselves and their families.

In program year 1992-93, 2,995 female students and 476 male students were served in projects located in school districts' vocational centers and community colleges. Of these, 1,240 were being assisted to enter training and 2,231 actually were enrolled in vocational programs nontraditional for their gender.

4.1 Achievements and services provided to reduce sex bias and sex role stereotyping included

- Equity awareness activities, for example, contests and fairs that employed various graphics and media
- Outreach and recruitment efforts exposed students, parents, faculty, business and industry to various topics and facts related to sex bias and sex role stereotyping in vocational education and job placement
- Bias-free materials
- In-service for faculty and administration, regarding problems and barriers experienced by women and girls and ways to prevent and overcome them

- Support groups, dealing with such topics as assertiveness training and ways to deal with sex bias

- Job referral assistance provided through advisory groups, business liaisons, school placement staff and teachers;

- Sex Equity programs linked with Tech Prep and Apprenticeship programs to prevent or remove gender barriers in those programs, as well as expand opportunites for women and girls

Preparatory services, vocational-technical education programs and supportive services for girls and women, ages 14 to 25, included: 4.2

- All students interested in enrolling in vocational education nontraditional for their gender received vocational assessment, career counseling and an Individualized Career Plan (ICP)

- Students with an economic need who enrolled in high-wage vocational training received financial help with child care, tuition, textbooks, supplies and/or transportation

- Students enrolled in training nontraditional for their gender were matched with mentors or role models

- Girls and women were coached in handling sexual harassment while teachers were counseled to ensure a harassment-free, classroom environment

- Summer technical institutes were offered for secondary girls to become familiar with tools and concepts of technology

- Shadowing, mentoring and other programs providing role models helped women and girls visualize what is possible for them

Table 5 displays types of programs and services provided to students as a result of sex equity federal vocational funds.

4.3 **See Appendix B for a description of exemplary programs in St. Johns and Hillsborough Counties, Chipola Junior College and Lake City Community College.**

Table 5

Services Offered to Provide Access to Nontraditional Programs with Carl D. Perkins Act Federal Vocational Funds Program Year 1992-93

Services	# Participants	# Times Services Were Provided
Child/Dependent Care	97	504
Dropout Prevention	1,518	2,942
Equity Awareness	*	16,948
Guidance/Counseling	4,097	6,670
Job Placement	673	889
Books/Materials/Supplies	398	501
Outreach/Recruitment	*	27,055
Professional/Staff Development	*	2,048
Transportation	136	986
Tuition/Fees	1,245	1,486
Vocational Assessment/Evaluation	808	873
Other	1,481	2,360

Source: Sex Equity Electronic Data System (SEEDS), developed for Sex Equity programs under Carl D. Perkins Act, Section 222.

* Duplicated count cannot be determined, since same individuals may have participated more than once

5.0

Programs and Services for Criminal Offenders in Correctional Institutions

The vocational education program for criminal offenders is designed to give special consideration to providing services to offenders who are completing their sentences and preparing for release; provide grants for the establishment of vocational education programs in correctional institutions that do not have such programs; provide vocational education programs for women who are incarcerated; improve equipment, and administer and coordinate vocational education services to offenders before and after their release.

During program year 1992-93, the total number of criminal offenders enrolled in vocational job preparatory programs in the state was 5,088. 5.1

- The number of youthful offenders (male and female offenders below the age of 25) served in programs was 961.
- The number of adult female offenders served in programs was 629.
- The number of adult male offenders served was 4,198.

The number of incarcerated individuals enrolled in vocational education job preparatory programs supported by Carl Perkins Act funds is displayed in Table 6. 5.2

What are the types of correctional institutions that provided vocational education programs to incarcerated individuals with Carl D. Perkins Act funds? 5.3

The Florida Department of Corrections is comprised of three types of correctional institutions: (1) Youthful Offenders (male and female offenders below age 25), (2) Adult Female Institutions (females above the age 25) and (3) Adult Male Institutions (males above the age 25).

The Correctional Education School Authority (CESA) coordinated training for incarcerated individuals confined in 16 correctional institutions with funds provided by the Carl D. Perkins Act.

The following facilities have been designated as correctional institutions (C.I.):

Youthful Offender Correctional Institutions

Brevard C.I. (male)
Post Office Box 340
Sharpes, Florida 32959-0340

Florida C.I. (female)
Post Office Box 147
Lowell, Florida 33663-0147

Indian River (male)
7625 17th Street SW
Vero Beach, Florida

Lancaster C.I. (male)
Post Office Box 158
Trenton, Florida 32698-0158

Adult Female Correctional Institutions

Broward C.I.
Post Office Box 8540
Pembroke Pines, Florida

Jefferson C.I.
Post Office Box 430
Monticello, Florida 32344

Adult Male Correctional Institutions

Apalachee C.I.
Post Office Box 699
Sneads, Florida 32460

Avon Park C.I.
Post Office Box 1100
Avon Park, Florida 33825

Baker C.I.
Post Office Box 500
Olustee, Florida 32072

Calhoun C.I.
Post Office Box 2000
Blountstown, Florida

Hamilton C.I.
Post Office Box 1360
Jasper, Florida 32052

Hillsborough C.I.
11150 Highway 672
Riverview, Florida 33469

Holmes C.I.
Post Office Box 430
Bonifay, Florida 32425

Marion C.I.
Post Office Box 158
Lowell, Florida 32663

Sumter C.I.
Post Office Box 667
Bushnell, Florida 33513

Tomoka C.I.
3950 Tiger Bay Road
Daytona Beach, Florida 32014

Achievements of criminal offenders in terms of improvements that enhanced their becoming productive members of society and reducing recidivism are as follows: **5.4**

- CESA, through the use of funds provided by the Carl D. Perkins Vocational Education Act, offered 34 vocational programs to 5,088 criminal offenders in correctional institutions. Two thousand five-hundred and thirty-four inmates received a certificate of achievement after completing their vocational programs.

- Services provided with Carl D. Perkins Vocational Act funds included basic skills and remediation to 325 inmates, equipment for 3,252 inmates, and 9 administrators received professional and staff development during program year 1992-93.

Table 6

Number of Incarcerated Individuals Enrolled in Vocational Job Preparatory Programs Offered at Correctional Institutions Supported By Carl D. Perkins Act Federal Vocational Funds Program Year 1992-93

AVON PARK CORRECTIONAL INSTITUTION (Adult Male)	
Consumer Electronic Repair	34
BAKER CORRECTIONAL INSTITUTION (Adult Male)	
Consumer Electronic Repair	45
BREVARD CORRECTIONAL INSTITUTION (Youthful Offender Male)	
Air Conditioning (A/C), Refrigeration & Heating Mechanics	67
Automotive Mechanics	70
Consumer Electronic Repair	52
Masonry Skills	62
Carpentry	57
Welding	57
BROWARD CORRECTIONAL INSTITUTION (Adult Female)	
Vocational Education Programs	Number of Individuals Enrolled
Business Administration Operations	53
CALHOUN CORRECTIONAL INSTITUTION (Adult Male)	
Printing & Graphics	36
FLORIDA CORRECTIONAL INSTITUTION (Youthful Offender Female)	
Business Administration Operations	116
Cosmetology	38
HAMILTON CORRECTIONAL INSTITUTION (Adult Male)	
Business Administration Operations	104
HILLSBOROUGH CORRECTIONAL INSTITUTION (Adult Male)	
Commercial Foods	49
Gasoline Engine Mechanics	8

HOLMES CORRECTIONAL INSTITUTION (Adult Male)	
Auto Body Repair & Refinishing	30
Business Administration Operations	40
Welding	27
INDIAN RIVER CORRECTIONAL INSTITUTION (Youthful Offender Male)	
Custodial Servicess	15
Gasoline Engine Mechanics	40
JEFFERSON CORRECTIONAL INSTITUTION (Adult Female)	
Vocational Education Programs	Number of Individuals Enrolled
Business Administration Operations	73
Cooperative Education	35
LANCASTER CORRECTIONAL INSTITUTION (Youthful Offender Female)	
Automotive Mechanics	54
Cabinetmaking	61
Commercial Foods	57
Printing	67
MARION CORRECTIONAL INSTITUTION (Adult Male)	
Drafting	94
SUMTER CORRECTIONAL INSTITUTION (Adult Male)	
Automotive Mechanics	58
TOMOKA (Adult Male)	
Business Administration Operations	99

Source: Corrections Education School Authority, Annual Report 1992-93

6.0
Achievements in Serving Special Populations

Students with Disabilities 6.1

A variety of vocational education programs and related services was provided to students with disabilities. These services and activities were designed to provide students with the special assistance needed in learning about vocational education program offerings, making career related decisions, acquiring vocational and employability skills and making a successful transition from school to work.

For the total number of disabled students served in vocational job preparatory programs in Florida, see Appendix A. **6.1.1**

Achievements in providing equal access for students with disabilities are as follows: **6.1.2**

Recruitment

Students with disabilities were provided outreach and recruitment services in an effort to enroll them in vocational programs. Recruitment activities included the dissemination of information to students and their parents and/or guardians about the availability of vocational education programs, and the special services provided to meet students' needs. Recruitment activities included, but were not limited to, the following:

- Designing and disseminating brochures to students with disabilities and their parents to encourage student participation in vocational programs

- Providing stipends, through vocational rehabilitation funds, for students with disabilities to work on campus, thereby enabling them to develop the work ethic, earn credits, and pay for needed supplies and personal items. This provided an incentive for economically disadvantaged students with disabilities to enroll in vocational programs

- Promoting vocational programs through such media as articles and advertisements in local newspapers and magazines; career, job, and county fairs; community college catalogs; television promotions; radio spot announcements; and billboards to increase awareness of vocational education programs for students with disabilities

- Using computers as motivators to recruit students with disabilities into programs

- Providing opportunities for nonvocational students to participate in field trips to potential job training and placement sites

- Coordinating with special education teachers and social service agencies, such as vocational rehabilitation, to recruit students with disabilities into vocational programs

- Providing in-service programs to counselors and occupational specialists regarding accessibility for students with disabilities

Coordination Between Special Education and Vocational-Technical Education

Local councils on vocational education for students with disabilities included representatives from vocational education, exceptional student education, the Division of Vocational Rehabilitation and other agencies that provide services to individuals with disabilities. Councils met on a regular basis to coordinate planning for students with disabilities. Descriptions of planning coordination required in the *Instructional Manual--Application for Federal Vocational Funds* verified cooperative planning.

Specific coordination activities included, but were not limited to, the following:

- Work evaluation results were provided in a written report to guidance counselors and the Individual Educational Plan (IEP) team to be used for the appropriate placement of students with disabilities in specific vocational programs
- An Interagency Council provided coordination between the vocational program and Health and Rehabilitative Services, Vocational Rehabilitation, Exceptional Education, Job Service and the Division of Blind Services
- In-service training was provided by teachers of students with disabilities to vocational education teachers
- Vocational teachers were invited to attend Individual Educational Plan (IEP) meetings and do joint planning with the Exceptional Education Coordinator
- The Vocational Career Counseling Specialist attended meetings with members of the Local Planning Council on Vocational Education for Students With Disabilities
- Special populations resource teachers worked with exceptional student education department staff to develop suggested procedures for schools to adequately identify exceptional education students in vocational classes, disseminate information regarding the IEP process, establish a procedure by which vocational objectives and

performance standards might be included in students' Individual Educational Plans, develop in-service on liability in vocational education, and identify support services needed for students with disabilities

- The Exceptional Employment Specialist at a vocational-technical center worked with vocational teachers to improve student performance in vocational classes

- The College Coordinator of Services for Students with Disabilities served as a member of the County Interagency Council for Persons with Disabilities

Assessment

Vocational assessment programs and activities, including vocational work evaluation and curriculum-based vocational assessment, were implemented. These programs and activities assessed the interests, abilities, aptitudes, learning styles, and special needs of students with disabilities relative to vocational training and employment. The assessment process was initiated prior to and continued throughout a student's vocational program. Assessment information was used in the counseling process to assist students in making career related decisions. Training for vocational assessment staff and ongoing technical assistance was provided to school districts.

Career Development

Career development of students with disabilities was accomplished through specialized career education activities for exceptional students and employability skills units included as a part of vocational programs.

Examples of activities that contributed to the career development of students with disabilities are as follows:

- Guest speakers shared their career experiences and discussed training needs for their careers with students with disabilities. Speakers included minorities, individuals with disabilities, and nontraditional role models

- Career objectives were made a vital section of training plans and Individual Educational Plans (IEPs) of students with disabilities

- Students with disabilities at a skills center attended a career exploration program in order to gain first-hand knowledge of the requirements of vocational training programs

- Field trips were taken to job training (vocational technical centers and community colleges) and placement sites

- Students were allowed to experience job rotations throughout the community to explore different careers and settings

- Individual counseling sessions were conducted at least two times per semester to review career development

- Student workshops were provided to help students produce resumes and prepare for interviews

Transition From School To Work

Transition efforts included improving communication among the agencies serving individuals with disabilities to plan and provide for those services necessary for students leaving school and entering the world of work. Transition specialists, job placement specialists, and vocational specialists assisted students and their parents or guardians in transition planning to make a successful transition from school to further training or work.

Some examples of transition activities included:

- The career center helped students with the application and interview process and conducted employability skills discussions. Also, teachers and job coaches provided employability skills training
- Students were referred to Vocational Rehabilitation and Health and Rehabilitative Services for transition services
- Vocational Counseling Specialists worked with community college counselors on the dual enrollment of students
- Teachers developed Transition Planning Guides
- Vocational teachers and counselors worked with community college special service departments and the local Job Training Partnership Act (JTPA) office to assure that any interested students from exceptional student education programs had the opportunity to continue their education and obtain job skills
- Students participated in transition planning as a part of their Individualized Educational Plans (IEP) process
- Students with disabilities were successfully placed in jobs

6.1.3 Impact of Providing Supplemental Services to Disabled Individuals

Table 7 displays supplemental services provided to students with disabilities and the number of students served.

6.2 Limited English Proficient

6.2.1 Total number of limited English proficient (LEP) students enrolled in vocational job preparatory programs in Florida is displayed in Appendix A.

Achievements in Serving LEP Students In Terms of Improved Access and Services Provided That Contribute to Success In the Program 6.2.2

Equal access to vocational programs and supportive services and activities was provided to limited English proficient individuals to enable them to succeed in vocational job preparatory programs and obtain jobs.

The provision of English for Speakers of Other Languages Classes (ESOL), tutoring and basic skill instruction in their native languages, special tutoring and translations in vocational programs and Bilingual Vocational Instruction contributed to the success of limited English proficient students.

Table 8 displays programs and services provided to these students and the number of students served.

Table 9 displays the number of LEP enrollees and completers in vocational job preparatory programs.

Disadvantaged 6.3

Total number of disadvantaged students enrolled in vocational job preparatory programs in the state is included in Appendix A. 6.3.1

Achievement in Serving Disadvantaged Individuals With Respect to Their Successful Completion of Vocational Education Programs is provided in Table 10. 6.3.2

Impact of Providing Supplemental Services to Disadvantaged Individuals 6.3.3

Types of services provided to disadvantaged students included keeping vocational programs and laboratories open after regular school hours; providing transportation to school and business sites; paying child care costs of dependent children of students to enable them to attend classes, and providing personal and career counseling to assist students with financial, personal, and vocational needs.

Table 11 displays programs and services provided and the number of students served.

6.4 **Descriptions of Exemplary Programs for Special Populations are included in Appendix B.**

Table 7

Services Provided to Students With Disabilities in Secondary and PostsecondaryVocational Programs With Carl D. Perkins Act Federal Vocational Funds

Program Year 1992-93

Services	Students With Disabilities Served	
	Secondary	Postsecondary
Aides	2,085	895
Basic Skills/Remediation	1,736	1,771
Child Care/Dependent Care	1	13
Curriculum Development/Modification	5,497	1,992
Dropout Prevention	400	533
Equipment	4,171	2,238
Equity Awareness	1,155	951
Guidance/Counseling	6,036	4,332
Interpreters	6	254
Job Placement	948	701
Books/Materials/Supplies	2,704	1,147
Outreach/Recruitment	3,188	2,302
Professional/Staff Development	601	995
Transportation	600	9
Tuition/Fees	0	656
Tutors	256	1263
Vocational Assessment/Evaluation	3,723	3,696
Other	940	2,108
Total	34,047	25,856

Source: DVE 318, 1992-93

Table 8

Services Provided To Limited English Proficient Students In Secondary and Postsecondary Vocational Programs Supported by Carl D. Perkins Act Federal Vocational Funds Program Year 1992-93

Services	Limited English Proficient Students	
	Secondary	Postsecondary
Aides	365	526
Basic Skills/Remediation	4,062	3,219
Child Care/Dependent Care	2	0
Curriculum Development/Modification	2,067	1,123
Dropout Prevention	1,051	1,605
Equipment	3,264	4,052
Equity Awareness	140	2,199
Guidance/Counseling	500	3,992
Interpreters	10	1,428
Job Placement	3,389	494
Books/Materials/Supplies	4,176	1,495
Outreach/Recruitment	548	2,291
Professional/Staff Development	210	555
Transportation	50	113
Tuition/Fees	0	238
Tutors	35	1,344
Vocational Assessment/Evaluation	414	4,184
Other	53	22
Total	20,336	28,880

Source: DVE 318, 1992-93

Table 9

Comparison of Accomplishments in Serving Limited English Proficient Students in Vocational Job Preparatory Programs Program Year 1991-92 Compared to Program Year 1992-93

	Program Year 1991-92	Program Year 1992-93
Enrollments*	5,341	8,617
Completers**	572	896
Completion Rate	11	10

Source: * Division of Vocational, Adult, and Community Education, MIS
** DVE 318, 1992-93

Table 10

Comparison of Accomplishments in Serving Disadvantaged Students in Vocational Job Preparatory Programs Program Year 1991-92 Compared to Program Year 1992-93

	Program Year 1991-92	Program Year 1992-93
Enrollments*	68,744	90,717
Completers**	9,594	16,543
Completion Rate	139	182

Source *Division of Vocational, Adult, and Community Education, MIS
**DVE 318, 1992-93

Table 11

Services Provided to Disadvantaged Students in Secondary and PostsecondaryVocational Programs Supported by Carl D. Perkins Act Federal Vocational Funds Program Year 1992-93

Services	Disadvantaged Students	
	Secondary	Postsecondary
Aides	6,454	5,425
Basic Skills/Remediation	19,329	53,097
Child Care/Dependent Care	36	158
Curriculum Development/Modification	10,550	11,276
Dropout Prevention	4,267	5,174
Equipment	14,758	23,199
Equity Awareness	2,766	4,696
Guidance/Counseling	16,999	26,075
Interpreters	7	24
Job Placement	5,895	3,211
Books/Materials/Supplies	11,588	11,467
Outreach/Recruitment	9,930	22,633
Professional/Staff Development	1,676	1,956
Transportation	688	888
Tuition/Fees	29	1,401
Tutors	1,013	16,145
Vocational Assessment/Evaluation	11,659	23,553
Other	1,361	3,018
Total	119,005	213,376

Source: DVE 318, 1992-93

7.0
State Leadership and Professional Development Activities

The purpose of the state programs and leadership is to provide in-service development; dissemination, development, and field testing of curriculum; promote partnerships among business, industry, labor, and community-based organizations; support vocational student organizations; and provide leadership, and instructional programs in technology education.

Number of New Programs 7.1

During program year 1992-93, 24 new vocational programs were implemented.

Number of Expanded/Revised Programs 7.2

The following programs were revised or expanded during program year 1992-93:

Academy of Entrepreneurship
Academy of Travel and Tourism
Advanced Automotive Mechanics
Advertising Services
Agritechnology
Applied Agribusiness Skills
Applied Medical Science
Boat and Yacht Refinishing and Repair
Business Cooperative Education Organization Management
Business Data Processing
Cabinet Making and Millwork
Environmental Horticulture
Film Production Technology

General Studies in Technology
Hotel/Motel Career Development
Introduction to Agritechnology
Introduction to Technology
Nanny Training
Natural Resources and Forest Ecology
Parenting
Parenting Skills
Practical Commercial Foods
Residential and Trim Carpentry
Solid Waste Disposal Operations

7.3 Number of Programs Dropped

No state vocational programs were dropped during program year 1992-93.

7.4 Professional Development

Federal funds distributed to secondary and postsecondary schools in school districts and community colleges met the following objective for professional development:

- To provide opportunities for vocational educators to participate in in-service development activities which reflect current trends and the changing needs of students served by vocational education.

The types of professional development activities implemented included:

AGRIBUSINESS AND NATURAL RESOURCES

Secondary

Teachers were trained in new technologies in Agribusiness and Natural Resources through visits to industry, research laboratories, agriculture enhancement sites, and workshops.

An Advisory Evaluation Committee was formed in Dade County to update instructors on industry and curriculum updating needs.

BUSINESS EDUCATION

Secondary

Teacher training included:

- Use of computers for instruction and updating computer skills involving hardware and software
- Updating of job knowledge and skills through the Business Exchange Program that provided teachers opportunities to work in industry
- Typing and career orientation software for business education classes
- English for Speakers of Other Languages workshops to help teachers communicate with students from multicultural backgrounds
- On-site visits to other model programs
- "How to Teach People to Use Computers" training

HEALTH OCCUPATIONS EDUCATION

Secondary

Teacher training included:

- Current health occupations guidelines for on-the-job training and Occupational Safety and Health Administration (OSHA) guidelines

- Strategies for meeting needs of special population students.

Postsecondary

Teacher training included the following:

- State-of-the-art hospital training in modern facilities to foster skills and contemporary practices.
- Clinical education to radiation technology instructors to enable supervision of community college students at two hospitals.
- Infection Control Quality Assurance for campus dental clinic staff.
- Gerontology.
- Strategies to reduce sex bias and sex-role stereotyping.
- Strategies to enhance learning for the disadvantaged students. Information was shared with other dental hygiene faculty.
- Updating of nursing skills by attending the Nursing Theorists and Critical Illness in Pregnancy information Conferences for Obstetrics instructors.
- Information for preparation for the self-study report for the National League of Nursing.

HOME ECONOMICS EDUCATION

Secondary

Teacher training included:

- Food Service

- Methods and skills needed to train students using modern techniques and advanced training for more strenuous demands that will be placed on workers in the future

- Strategies in teaching special needs students

INDUSTRIAL EDUCATION

Secondary

Teacher training included:

- Strategies to assist teachers in instructing special needs students

- Updating of welding skills on modern equipment for welding and automotive teachers

- Updating of knowledge and skills through the Business Exchange Program that provided an opportunity for teachers to obtain on-the-job training by working in industry

- Updating professional automotive skills through training at General Motors and the Dupont Training Center

- First Aid Certification Training for automotive teachers

- Updating of knowledge and skills pertinent to industrial education resulting from on-site visits to other model programs

Postsecondary

Teacher training included:

- Individualized training on software used for electronics and refrigeration education

- Computer instruction on the following software: Elite, E-Z Way, Milady Smart tutor and tester, and word processing for cosmetology teachers and their aides
- Updating in drafting
- Updating in the automotive field through observing automotive CORE programs in two other sites in Florida
- State-of-the-art workshops on new technologies and use of the computer in Drafting and Design and Manufacturing Technology programs

TECHNOLOGY EDUCATION

Secondary

Teacher training included:

- Computer skill development through the Industrial Education Teleconference on Computer Technology
- Safety techniques through Safety In-service Workshop
- Information and skills pertinent to organizing a Technology Student Association Chapter
- Operation of WICAT computer system
- Self-esteem building
- State-of-the-art technology skills through attending the Florida Education Technology Conference
- Updating of knowledge and skills through visits to one of the most progressive and successful technology programs in the country with the latest graphics computer software and equipment

Postsecondary

Teacher training included:

◆ Updating by attending the Florida Education Technology Conference

◆ Enhancement of teacher technology skills by returning to work in an industry related to their program

◆ Knowledge of OSHA Guidelines

◆ Enhanced Computer-Assisted Drafting (CAD) skills through workshops provided by D & M Manufacturing Company and CADKey Company tutoring program

◆ Usage of gender-fair titles of courses and occupational titles in an effort to reduce sex bias and sex-role stereotyping

MARKETING EDUCATION

Secondary

Teacher training included:

◆ Interstate Distributive Education Curriculum Consortium (IDECC) curriculum updating with Dr. James Gleason from IDECC as the presenter. Training was provided on the use of competency based curriculum, the national curriculum frameworks, materials available from MarkED and the philosophy of student evaluation

Postsecondary

Teacher training included:

◆ Upgrading and/or cross training from the cloth hands-on area to the new Fashion Merchandising area

SPECIAL NEEDS

Secondary

Teacher training included:

- Areas of behavior modification and instructional strategies appropriate for special population students and ways to effectively enhance communications between exceptional and vocational education
- Curriculum-Based Vocational Assessment
- Modifications to be used with students with disabilities
- Knowledge pertinent to the vocational apprenticeship programs pertaining to special populations
- Special needs issues which were needed for district certification
- Specific job coaching training through Debra Black Associates
- Enhancements and updating skills for System of Applied Individualized Learning (SAIL) recertification
- Materials for use in remediating students in basic skills
- Skills required to infuse critical thinking skills into teaching done with disadvantaged students. The information obtained was shared with the district task force and further disseminated throughout the school system
- Strategies for dropout prevention, Vocational Education for Students of Other Languages (VESOL) curriculum content areas, vocational/career infusion and affective skills strategies

- Philosophy of vocational education, vocational options for exceptional students, cooperative learning, and the infusion of employability skills in academic areas
- Methods of teaching at-risk limited English proficient students and other English for Speakers of Other Languages (ESOL) and literacy teaching skills
- Information on activities entered into with Vocational Rehabilitation

Postsecondary

Teacher training included:

- Information pertinent to SAIL instruction
- Information on a computerized student tracking system that was developed and implemented on all campuses to ensure compliance with state statutes and to ensure that all community college students in need of basic skills remediation were receiving services
- Issues relating to hearing impaired populations and instruction to teachers involved with deaf students
- Enabling vs. non-enabling students, appropriate referral procedures, and crisis intervention
- "Zoom Text" for visually impaired students and "Phonic Ear" for use with the hearing impaired
- HIV peer counseling, alcohol and control substance abuse, and drug abuse counseling
- Information on SAIL recertification was presented by program specialists from the Florida Department of Education to a community college in north Florida and at several sites in a south Florida district

- Diversity awareness
- Strategies for teaching adult learners with disabilities was presented by Dr. Sylvia Richardson
- Socialization skills for adults with developmental disabilities
- Modification strategies for students with disabilities were presented through a workshop conducted by the Specific Learning Disabilities program specialist of the Department of Education, Bureau of Education for Exceptional Students
- Computer instructions for students with disabilities were presented by the Florida Department of Labor and Employment Security (FDLES)
- Behavior management of students with disabilities was presented by a behavior management specialist from a community agency
- Techniques in assisting disabled and disadvantaged students in vocational programs
- Information about physical barriers to access and materials regarding specific disabilities and ways to encourage students to overcome classroom obstacles
- Latest information on Americans With Disabilities Act to update criteria for modifications
- Implementation of the programs and services for disabled, disadvantaged, and limited English proficient (LEP) students
- Personal issues concerning the disadvantaged, disabled, and LEP students

- Effective use of the computerized Classworks Curriculum System for SAIL adjunct and full-time instructors

- Vocational assessment techniques, the Americans with Disabilities Act, computer usage, career exploration systems (CHOICES), communication skills, counseling and behavioral management of persons with mental illness, work incentive provision of social security administration (SSA) for persons with disabilities

- Computer-based GED 2000 management system used by academically disadvantaged students

- Latest computer technology being used to enhance programs for academically disadvantaged

- Legal compliance issues, related to disabled access, policies, and procedures

- Skill enhancement in counseling, testing and assessing, and providing motivational skills and training for disadvantaged and disabled students

- Strategies used by other special needs programs in the state learned by visiting those sites

- Information received at the following workshops: Tech Prep State Conference, In-service Training-Traditional Careers, Vocational, Adult, and Community Education Conference, Conference on Enhancing Black and Minority Students in Community Colleges and National Teleconference Tech Prep Conference

- Strategies for teaching students with learning disabilities, deaf students, and others with disabling conditions

- Self-awareness development for special populations students

- Information about supported competitive employment, career assessment and head injuries which enabled the coordinator to provide employers with needed information in regard to placement of individuals with head injuries
- Self-awareness, team building and techniques to help the special populations students
- Cultural awareness
- Strategies for teaching English for Speakers of Other Languages (ESOL)
- Strategies for teaching students with hearing impairments
- Basic skills instruction for employment preparation
- Information on budgeting, starting a small business, franchising and starting a home-based business to be used in counseling special populations
- Strategies and materials for infusing academic and career/vocational education and for working with Chapter I parents and other parents from disadvantaged communities in providing assistance for them and their children to function in today's world of work
- Individual Handicapped Adult Education Plan (IHAEP) preparation, verifying handicapping conditions, vocational assessment coordination reporting system, and specialized curriculum were provided for adults with disabilities

CAREER DEVELOPMENT

Secondary

Vocational teachers, assessment specialists, occupational specialists and guidance counselors were trained in the following:

- Development of Career Awareness Laboratory Programs
- State-of-the-art instruction through visitations to other evaluation programs in neighboring districts
- The use of CHOICES AND DECISIONS, TAKING CHARGE OF YOUR LIFE and other computerized career and education exploration systems was provided. Instructors returned to their schools with multi-media, interactive teaching kits and materials to use in their schools
- Personal and career guidance and counseling techniques which qualified teachers to serve in the "Teachers as Advisors Program"
- Implementation of the eighth-grade career planner, Pathways to Your Future, to develop a 4-year educational plan
- Orientation to various printed materials related to careers
- Employment trends, career development and dropout prevention strategies while attending Occupational Specialist Guidance Association State Conference
- Blueprint for Career Preparation concepts
- Exemplary implementation of assessment activities and development activities for current and potential vocational students
- Vocational labor market trends and career education
- Career development for special needs students and transition planning sponsored by the Florida Department of Education, Bureau of Education for Exceptional Students

Postsecondary

Vocational instructors and occupational specialists and counselors were trained in the following:

- Student retention, assessment, and vocational interest/ aptitude
- Use of CHOICES-CT computerized exploration system to assist in identifying career options for students
- Assessment through American Association for Counseling Development
- Administering the System 2000 computerized assessment program

TECH PREP EDUCATION

Secondary

Vocational teachers, occupational specialists, guidance counselors, and administrators participated in the following:

- Orientation and in-depth information on Tech Prep
- Information on Tech Prep at National Tech Prep Network Conference in Dallas, Texas

Postsecondary

Vocational instructors participated in the following:

- Teaching strategies on how to develop curriculum for a tech prep program modeled after the Tech Prep Model Program in North Carolina
- Postsecondary "bridge" at Texas Technical University

VOCATIONAL AND ACADEMIC CURRICULUM

Secondary

Vocational and academic teachers and administrators were trained in the following:

- Applied curriculum, integration of curriculum and cooperative learning through multiple workshops
- The Principals of Alphabet Literacy System (PALS), an innovative writing and reading system designed to teach functionally illiterate adolescents through the use of advanced technology

Postsecondary

Vocational instructors were trained in the integration of vocational and academic materials. Also, vocational educators learned updated skills and information at the 24th Annual Florida Vocational Education Conference and the American Vocational Association Conference. These two conferences provided opportunities to expand knowledge and skills in areas including, but not limited to, the following:

- Carl Perkins funding regulations, guidelines and meeting the needs of vocational students
- The Blueprint for Career Preparation
- Tech Prep programs and strategies
- Computer technology
- The Americans With Disabilities Act Legislation
- Specific knowledge and skills pertinent to program service areas

7.5 Curriculum Development

Federal funds were distributed to school districts and community colleges to meet the following objective:

- To provide quality curriculum and instructional materials to meet the identified needs and priorities of vocational students, teachers, and administrators.

Following are the areas and the types of curriculum development activities reported by grantees:

AGRIBUSINESS AND NATURAL RESOURCES

Secondary

- Updated Floriculture curriculum
- Implemented a new curriculum for math, science and agriculture teachers for Agribusiness and Natural Resources Technology and Turf Grass Maintenance
- Established a system of curriculum review with regard to gender equity issues. All curriculum developed through the Office of Vocational, Adult, Career and Community Education will be reviewed by the staff of Equity Linkage and Public Affairs to ensure gender fairness in (a) new curriculum being developed, (b) curriculum being revised, and (c) brochures and other support materials associated with the curriculum. Curriculum was reviewed with regard to gender equity issues for four Agribusiness and Natural Resources subjects
- Revised curriculum and teaching methods for disabled and/or disadvantaged students in a Floriculture course to include integration of academics and vocational education

BUSINESS EDUCATION

Secondary

- Revised a system of curriculum with regard to gender equity issues. All curriculum developed through the Office of Vocational, Adult, Career and Community Education were reviewed by the staff of Equity Linkage and Public Affairs to ensure gender fairness in (a) new curriculum being developed, (b) curriculum being revised and (c) brochures and other support materials associated with the curriculum. Curriculum was reviewed with regard to gender equity issues for four Business Education subjects
- Revised course offerings to include high technology and instruct students in the most up-to-date software available
- Revised Financial Records Program curriculum by adding an Employability Skills class to help meet the needs of special populations students
- Revised fifteen course outlines, five learning activity packages and developed one recruitment brochure for employers for use by Business Cooperative Education teachers
- Revised curriculum for the following subject areas to meet the unique needs of special populations and integrate academics and vocational business education
- Revised Clerk Typist and Computer Programming curricula

Postsecondary

- Modified Computer Programming and Analysis curricula to include instructional and laboratory objectives and activities by incorporating use of ten dumb terminals, an external modem, a CD-ROM, four dot matrix printers ethernet boards, a 486 computer system, a multi-media system, a XapShot camera and a color thermal printer

- Modified Legal Assisting Program objectives for program curricula to incorporate use of a computer, printer, and a modem

- Modified Office Systems Technology objectives to incorporate use of color printers for achievement of competence in state-of-the-art technology related to desktop publishing

- Developed pilot business preparatory program for limited English proficient and disadvantaged students

- Developed new computer-based writing course

- Revised course to incorporate instruction in color scanning and printer usage in the Desktop Publishing course

- Modified data entry curriculum to meet needs of limited English proficient students

- Updated curriculum by adding the UNIX system to existing MS-DOS system and the "C" Language in order to give disadvantaged and disabled students in computer programming exposure to job related skills

HEALTH OCCUPATIONS EDUCATION

Secondary

- Developed curriculum-based vocational assessment tool for exceptional education students, instructional materials for basic skill improvement for limited English proficient and disadvantaged students, revised and updated outlines for improvement of outcome performances for limited English proficient and disadvantaged students, and improved performance criteria for acquiring manipulative skills for LEP and disadvantaged students enrolled in Health Occupations Education courses

- Provided adapted curriculum and additional assistance for nursing which enabled students with learning difficulties to participate in the program

Postsecondary

- Revised practical nursing curriculum to meet the needs of disadvantaged students

- Added a Vocational Education for Students of Other Languages (VESOL) component to the Health Occupations Program. The course acts as a bridge between the regular English for Speakers of Other Languages Program and specific Health Occupations career tracks

- Modified the nursing program faculty classroom presentations to incorporate use of various devices to meet the needs of hearing disabled students, the visual learner, and to allow students to practice nursing skills prior to entering clinical settings

- Enhanced Pre-Core Health program to include a multimedia approach. Developed test-taking, study skills, research techniques, and oral presentation components

- Modified Certified Nursing Assistant curriculum to meet the needs of LEP students

- Developed study guides to assist nursing students with the didactic portion of nursing courses

HOME ECONOMICS EDUCATION

Secondary

- Revised the ESE/Practical Arts for Homemaking objectives

- Provided adapted curriculum to meet the needs of exceptional students
- Compiled recipe file of picture recipes for students with disabilities for use in home economics

Postsecondary

- Developed curriculum and instructional guides for consumer and homemaking needs in the area of parenting
- Developed 80 multi-leveled instructional modules for the Life Skills Management Curriculum for regular and limited English proficient students. Topics included: Time Management, Career Awareness, Goal Setting, Personal Finance, and Employability Skills
- Modified Food Service Production and Management Services program to allow Head Injured/Stroke/Partial Paralysis students to participate in lab activities
- Revised home economics curriculum to include employability skills, equity, ecology, and parenting, to meet the needs of adult students
- Developed and/or modified the curriculum in culinary arts to meet the needs of limited English proficient students

INDUSTRIAL EDUCATION

Secondary

- Updated Basic Cabinet Making and Millwork programs and revised curriculum and teaching methods to accommodate disabled students
- Developed curriculum guides and 20 Graphic Arts activity units

- Identified academic skills within the Electronics, Welding, and Auto Body course objectives and developed learning modules that reinforce academic concepts in these vocational courses
- Revised curriculum for disabled students in auto mechanics, carpentry, and masonry
- Four Drafting Technology teachers developed instructional activities and evaluation criteria to articulate three high school drafting classes into four postsecondary courses
- Began revision of curriculum in auto mechanics, carpentry, masonry, and electrical wiring to include more basic skills education
- Revised four industrial education course outlines and developed Industrial Education brochure
- Revised Drafting Technology curriculum to include Computer Assisted Drafting (CAD)

Postsecondary

- Revised curriculum for electronic publishing courses and developed new courses in electronic publishing and presentation
- Modified automotive, machining, and cosmetology curriculum to meet needs of LEP students
- Revised engineering drawing course into engineering graphics with Computer Assisted Drafting (CAD) to meet the needs of pre-engineering, engineering technology, and manufacturing technology students

TECHNOLOGY EDUCATION

Secondary

- Established a system of curriculum review with regard to gender equity issues. All curriculum developed through the Office of Vocational, Adult, Career and Community Education will be reviewed by the staff of Equity Linkage and Public Affairs to ensure gender fairness in new curriculum being developed, curriculum being revised, and brochures and other support materials associated with the curriculum. Curriculum was reviewed with regard to gender equity issues for four technology education subjects

- Expanded curriculum to infuse technology education into traditional industrial arts program at a middle school including instruction in the use of Computer Assisted Drafting

- Developed Technology Learning Activities for disadvantaged students to meet required objectives

- Modified Principles of Electronics Technology curriculum to be compatible with computer-aided instruction in electronics and to better meet the needs of special populations students

- Developed a competency-based technology education curriculum

MARKETING EDUCATION

Postsecondary

- Developed curriculum for three new fashion merchandising classes and for disabled students in marketing classes

PUBLIC SERVICE EDUCATION

Secondary

- Revised and added to public service occupations curriculum to meet the needs of disadvantaged and limited English proficient students

- Developed curriculum in the Hazardous Material area generating two new courses called Hazardous Materials Basic Responders (Instructional guide and student handbook) and Medical Response in Hazardous Materials Incidents

TECH PREP EDUCATION

Secondary

- Developed a five-year Tech Prep plan with three year functional time tables targeting specific curriculum with a strong academic core

- Developed a tech prep path between high school and community college levels. This path allows for various exit points for the benefit of members of special populations

- Revised four industrial education course outlines and an Industrial education brochure for the Industrial Education/Computer Literacy Project

- Developed time lines for Tech-Prep 2+2 curriculum

Postsecondary

- Developed tech prep path between high school health magnet school curriculum and community college allied health program offerings. Path allows for various exit points for benefit of special populations.

- Developed a 2+2+2 curriculum which involved a high school Electronics Program, a community college Electronics Engineering Technology program (2 year A.S. degree) and university Bachelor of Science, Engineering Technology (BSET) degree program

SPECIAL NEEDS

The following developments, enhancements, and/or revisions were made to the curriculum to better serve special populations.

All Special Needs Populations

- Incorporated both Pace and Skills Bank into the SAIL and vocational program curricula. Allowed for better transfer of knowledge as students use what they have learned as they returned to class. Allowed students to return to the mainstream vocational program at a much faster rate.

- Developed curriculum for three components of the Stay-In-School Program

- Revised and individualized instruction to serve special needs of Teen ACCEPT students

- Modified curriculum in two programs targeted through the use of two vocational aides who served as "tutors" to special needs individuals. The aides assisted the students in parts of the curriculum they found difficult and provided individualized instruction to help students become successful.

- Provided specialized curriculum in behavior modification entitled, "Increasing Your Causative Power," to special population students

- Revised the employability skills curriculum for special needs vocational students to allow the employability skills curriculum to be administered in the computer lab. This enabled students to accomplish the minimum student performance standards in employability skills.

- Added more practical applications in courses resulting in increased employability skills

- Developed and implemented an Employability Skills Curriculum to meet the educational needs of the special populations students

- Initiated use of Principle of the Alphabet Literacy System (PALS) for students reading below a sixth grade level. PALS is a research-based interactive instructional program.

Disabled Students

Secondary

- Modified curriculum frameworks for disabled students so that they could learn at their functional level

- Revised ESE Practical Arts Curriculum to meet the needs of students with mental disabilities. Modified the curriculum for 23 special population students enrolled in mainstreamed vocational classes. At-risk ESE students were placed in vocational co-op programs for a portion of the school day. They earned high school credit, gained work experience and completed the school year. Also integrated academic, social and life and basic skills instruction into ESE vocational curriculum.

- Assisted by vocational specialist the revision of curriculum to meet the needs of visually, hearing and physically impaired students

- Developed exit points in curriculum for disabled students, enabling non-certifying students to leave with specific marketable skills

Postsecondary

- Developed curriculum for learning disabilities strategies class for disabled vocational students

- Revised reading skills improvement curriculum to meet occupational needs of learning disabled students

- Adapted curriculum for preparatory English instruction for deaf students with the help of instructors

Disadvantaged Students

Secondary

- Revised/modified curriculum for disadvantaged students to allow counseling and guidance services to insure post-school employment and/or career and educational opportunities

- Developed applied learning activities for math and physical science which offer a hands-on approach to learning aimed at enhanced learning for the disadvantaged and/or limited English proficient student

- Developed and revised curriculum to allow individualized self-paced instruction to meet the individual needs of academically disadvantaged students

- Revised Work Experience II curriculum with assistance from dropout prevention teachers to meet the needs of at-risk students and purchased instructional materials to enhance the curriculum for disadvantaged students

Postsecondary

- Revised curriculum to meet needs of LEP and academically disadvantaged students in basic skills remediation by implementing computer-assisted instruction. Purchased curriculum materials for academically disadvantaged vocational students to use in SAIL and employability skills materials for disadvantaged vocational student use.

Limited English Proficient Students

Secondary

- Provided supplemental pay for a group of teachers to develop strategies for meeting the learning needs of LEP students

- Provided supplemental pay for a group of secondary teachers to research competency-based approaches to secondary vocational education and develop strategies for meeting the learning needs of limited English proficient students

- Revised and developed VESOL curriculum to serve the needs of LEP students in the Bilingual Vocational Instructional Program

Postsecondary

- Upgraded curriculum through the purchase of the new state-of-the-art English for Speakers of Other Languages (ESOL) audio-capable language learning system

- Prepared draft of training manual to be used for training educators of LEP learners

- Revised Adult Bilingual Vocational Program curriculum to meet needs of LEP students

CAREER DEVELOPMENT

Secondary

- Developed Career/Vocational curriculum for SEED-ACTIVE Program for the 1993-94 school year
- Revised vocational and career curriculum to meet the needs of special populations
- Revised three learning activity packages in the In-School Student Chamber Program so that the instructional materials would correlate with changes in the career station equipment. Two new activity packages were written to accommodate additional career laboratory activities and computer activities relating to career stations were written to include word processing and five activities using data bases. Curriculum is being developed for hearing impaired students to aid them in understanding the role of the Chamber. A process is underway for the development of curriculum for limited English proficient students.
- Revised vocational and career curriculum to meet needs of students in program. Set up a career resource center in the library. Developed a four week orientation curriculum for students. Curriculum includes academic assessment, campus orientation, study skills strategies, life skills, career assessment, and counseling.
- Revised Vocational and Career Curriculum for the Vocational Interdisciplinary Program

VOCATIONAL AND ACADEMIC CURRICULUM

Secondary

- Academic and vocational teachers from the targeted sites created materials that integrated vocational and academic curriculum. These modules will be disseminated to each high school and shared with teachers throughout the district.

- Integrated curriculum was developed for English 12/ Graphic Arts, Electronic Desktop Publishing/English 12, Word Processing/English 10 and Practical Agricultural Skills/Earth-Space Science
- Biology/Chemistry Applied course was implemented at one site which will serve as a teaching site for other schools in the county. Conducted Biology/Chemistry workshop for biology instructors to interest and acquaint them with the curriculum.
- Curriculum was developed for Applied Communications I and II and for a block class of Applied Communication I and Word Processing 1 and a block class of Applied Communications II and Word Processing
- HOT TOPIC papers were developed for use by secondary teachers on Interdisciplinary Teaming, Cultural Diversity, and Untracking Schools Through the Integration of Vocational and Academic Education
- Vocational and basic skills teachers served on a district committee and developed a plan to integrate vocational and basic skills
- Vocational and mathematics instructors developed strategies for students enrolled in vocational programs

Postsecondary

- Results of a needs assessment survey were compiled and disseminated. The survey was conducted to determine current and future integration of curriculum needs.

- Full-time vocational training students were provided curriculum for high school completion courses in the subject areas of Consumer Mathematics and English I, II, and III to assist them in preparing for the General Education Development (GED) Test.

- Vocational Curriculum Specialist and Vocational and Technology Education teachers participated in a two day business/industry tour. They received updated technical information to incorporate within their curriculum frameworks/lesson plans.

- One Curriculum Coordinator attended a Curriculum Based Vocational Assessment (CBVA) trainers meeting to plan expansion of models at all Perkins sites.

- Curriculun revision to include employability skills, equity, ecology, and parenting

- Vocational Coping Skills curriculum to assist students with disabilities in developing competencies in communication, teamwork, task performance, relationships with supervisors, effective problem solving in vocational training and employment settings

- Through addition of Skills Bank and computers, added a state-of-the-art computerized dimension to existing program. Students can view their progress and through reports to their instructors can get immediate feedback on student progress.

7.6 Equipment

Various types of computers, computer software, printers, scanners and other attachments for specialized areas of instruction were purchased with Carl D. Perkins Act federal funds. These included:

- Computer-assisted instruction basic electronics training station and computers
- Specialized computer equipment for special needs students
- Microcomputer Full Float Valets to assist wheelchair bound students' use of computer terminals in classrooms and labs
- Synthesizer accent which audibilizes information to the computer screen for visually impaired students

Other audio/visual equipment purchased included:

- Speaking Language Masters for use in providing individualized instruction for limited English proficient individuals and basic readers
- Video-VCR components with headsets for individualized instruction
- Cassette recorders and tutorettes that permitted quality individualized instruction for special needs students
- Television/VCR, tape recorders, and headsets
- Camcorders and filmstrip projectors

Equipment funds were also used to purchase:

- Logic analyzers and lung simulators; Firearms Training System (F.A.T.S.) for law enforcement; state-of-the-art dental station; blood pressure equipment; handiword to reduce the number of keystrokes for physically impaired students, and wheelchair desks

8.0

Community-Based Organization Programs, Services and Activities

Community-Based Organizations (CBOs) received funding for serving educationally and economically disadvantaged young people. 8.1

In Program Year 1992-93, ten urban CBOs in Broward, Dade, Duval, Hillsborough, Palm Beach and Pinellas counties served these youth. These organizations included four regional chapters of the Urban League, the Eckerd Foundation, four local non-profit organizations and a program sponsored by a public school district.

CBOs provided programs, services, and/or activities in cooperation with other programs, businesses, or agencies to disadvantaged and at-risk youth. 8.2

Programs provided were outreach programs that encouraged the entrance of youth into prevocational education and provided transitional services. These programs often focused on family involvement by providing programs and activities for youth and their parents and by making home visits.

Basic skills programs were provided to improve student skills in reading, writing, and communications. These basic skills enhancement programs included General Education Development classes (GED) that prepared students to pass the GED test and receive high school equivalency diplomas, tutoring programs to raise student basic skills Test of Adult Basic Education (TABE) reading scores, and English for Speakers of Other Languages classes to help limited English proficient students read and speak the English language.

A competency-based high school diploma program, an alternative program for high school dropouts and potential dropouts, enabled students to complete high school and attain vocational competency concurrently.

Counseling, employability skills, and career assessment programs were provided that (1) assisted students in making personal and career decisions, (2) prepared them for job interviews, and (3) determined their aptitudes, interests, and abilities for vocational program and/or job placement.

Services provided included recruitment, orientation, personal and career counseling, self-esteem enhancement, testing and career assessment, occupational exploration, guest speakers on vocational and career-related issues, job placement, financial aid workshops, study skills training, and after-school tutorial help. A Job Club was formed by one eligible recipient which motivated project youth participants with pre-employment and work maturity skills training. This training built self-esteem and confidence leading to successful interviews. A job bank of over 150 local employers was created for participants to contact for post-program opportunities.

Students participated in various activities, including but not limited to the following:

- Lectures on the following topics:
  - AIDS Education and Prevention
  - Marketing Your Skills
  - Job Retention
  - Dress For Success
  - Do's and Don't's of Interviewing
  - Long Term Employment Goals
  - Succeeding Even Though You Are Economically Disadvantaged
- Internships to ensure employment training and increased placement opportunities

- Career Fairs and Job Fairs for youths participating through CBOs
- Field trips to postsecondary institutions and tours of businesses
- Graduation ceremonies and social activities
- Legislative Shadowing
- Hosting Russian Vocational Education Students

9.0

Consumer and Homemaking Education Program

During Program Year 1992-93, 84,779 individuals benefited as a result of having been enrolled in consumer and homemaking programs. Individuals develop the knowledge, skills, and attitudes which prepare them for the occupations of homemaking, child care worker, nutrition specialist, and other occupations within the consumer and homemaking education programs. Preparation for these occupations enable the individual to develop self-esteem, employability skills, and other important job skills while balancing family and work.

9.1 For enrollments of students in Consumer and Homemaking vocational job preparatory programs in the state of Florida, see Appendix A.

The secondary enrollment was 77,484; the postsecondary enrollment was 7,295; and the total secondary and postsecondary enrollment was 84,779.

9.2 Achievements in Program Development, Improvement, Curriculum, and Ancillary Services

9.2.1 Program Development in Depressed Areas of the State

Eligible recipients in depressed areas reported programs which were identified, developed, expanded, or revised to meet the needs of individuals served.

A Human Sexuality curriculum was developed and instructional materials purchased which included methods of preventing teen pregnancy. This curriculum met the requirements of the recently passed legislation. The Human Sexuality curriculum was added to Child Development, Personal Development, Family Living, and Life Management courses.

A Teen-age Parent Program was developed by combining Child Development and Parent curriculum frameworks and adjusting them to meet the needs of teen parents who enrolled in this year-long course and who chose to stay at their home school.

A Personal Clothing course was added to the curriculum with the addition of sewing machines. This course will assist economically deprived students in making, selecting, and wearing apparel.

A partnership was established in which high school Home Economics students provided after-school child care to elementary school students. The high school that developed this program was a model for similar programs in the district.

Program Improvements in Depressed Areas of the State 9.2.2

Program improvements included developing program standards, expanding training opportunities, repairing and renovating equipment and facilities, and purchasing new state-of-the-art equipment so that program standards could be met.

Equipment purchased included audio-visual instructional videos and a cardio-pulmonary resuscitation (CPR) mannequin. Other improvements included the use of computer resources to enhance individual guidance and counseling to special populations enrolled in vocational home economics programs; an empathy belly for use by students to simulate pregnancy; a new washer, dryer, and copier to enhance the Consumer and Homemaking Program; and a day care facility used to provide child care training which was equipped with child-size rest room facilities, furniture, a puppet theater, and equipment and supplies.

9.2.3 Curriculum Development in Depressed Areas of the State

Instructional materials and curricula were reviewed, revised, and developed to meet the needs of the individuals served.

Curricula in Food and Nutrition courses, Home Furnishing class, and Practical Homemaking Skills were evaluated and revised and new instructional materials, including instructional guides and computer-assisted instruction, were purchased or developed.

Curricula were enhanced and new strategies implemented in the Child Development and Family Living Programs by developing or purchasing instructional materials and equipment.

Modules, including curriculum guides, were developed in the areas of Parenting Skills, Child Care, Teen Pregnancy, and Family Living.

Individualized curriculum modules were developed and materials and supplies were purchased for Consumer Education and Financial Management courses.

Curriculum guides in Personal Development, Family Living, and Life Management courses were revised to include legislatively-required instruction in Human Sexuality.

9.2.4 Ancillary Services

Ancillary services provided in depressed areas included school partnerships with the Red Cross to provide training for students; in-service workshops to update teachers and administrators in the areas of Sewing, Parenting Skills, Family Life Skills, Child Development, Computer Applications and other areas of Consumer and Homemaking Education; hiring of a teacher's aide to catalog and maintain materials purchased for instructors, parents, child care workers and other professionals; formulation of a "Strengthening Families Task Force," comprised of parents, teen parents, teachers and community leaders; and providing individualized instructional prescriptions to each student in one program.

Program Development in Non-Depressed Areas of the State 9.2.5

Eligible recipients in non-depressed areas reported that teachers revised many of the Consumer and Homemaking Education Programs, particularly in Child Development, Parenting, Nutrition and Food Choices. Many students benefitted, including pregnant students and student parents enrolled in the program.

The Personal and Family Finance course was revised to include computer-assisted instruction in math remediation, budgeting, credit and financing. The teaching methods and materials were revised in order to meet the needs of 50 percent of the students who were identified as academically disadvantaged.

Courses were developed to provide instruction to students in cooking and nutrition.

Modules were developed that focused on the unique collective needs of parents who were Haitian, Hispanic, Black and Caucasian. To increase student achievement for ESOL students, special arrangements were implemented in Consumer and Homemaking labs, including identification labels in Spanish and Creole, cooperative grouping and demonstrations for clearer understanding.

A mobile unit was remodeled to deliver services to five communities within a district to concentrations of targeted populations.

An after-school care program was established in four elementary schools with the cooperation of the principals and parent representatives.

9.2.6 Curriculum Development in Non-Depressed Areas of the State

Parenting education kits were developed and disseminated. Also, a curriculum guide to accompany these kits was developed and audio-visual curriculum materials were acquired.

Audio-visual curriculum materials in Life Management Skills were purchased and utilized. Curriculum guides were revised to match the new materials.

Work-study opportunities were provided to students in the Consumer and Homemaking program. Students were employed by fast-food restaurants and day care centers.

9.2.7 Ancillary Services in Non-Depressed Areas of the State

The Parent Education Program was enhanced by networking with other school districts and community agencies to recruit and retain targeted participants.

A "parent event" was held for parents of students in a Family Living Course in six high schools in one district. Students received parenting training.

Seniors in the Consumer and Homemaking program were selected to attend the County Vocational Technical Center or the community college for training in Child Care, Cosmetology, or Parenting.

Elementary School and High School Consumer and Homemaking teachers participated in Family/School/Community Partnership training twice during the year.

9.2.8 Program Development in Both Depressed and Non-Depressed Areas of the State

Both depressed and non-depressed areas developed/revised programs in Child Care Training leading to a certificate in Child Care Supervision.

A Practical Homemaking Skills course was revised with new objectives, instructional materials, and equipment.

Program Improvement in Both Depressed and Non-Depressed Areas of the State 9.2.9

Program improvement in all areas of the state, both depressed and non-depressed areas, included the purchase of new stoves, refrigerators, microwaves and other equipment for food preparation in homemaking programs. New state-of-the art sewing and knitting machines were purchased to provide instruction for targeted populations.

New state-of-the-art audio-visual equipment and curricula were added to improve the Family Living Course, the Child Development Course, the Practical Homemaking Skills Course, the Home Furnishing course, the Life Management Skills Course and other courses, as well as to accommodate students' different learning styles. A video camcorder, tape player and camera were purchased to effectively achieve the goals of the Parenting Education, Child Care Training and Nutrition programs. Computers and software for providing students with career information and delivering instruction in Personal and Family Finance, the Parenting Education Program and other Consumer and Homemaking Education courses were purchased and utilized to meet the individualized learning needs of special populations, including academically disadvantaged students.

A mobile unit was repaired and equipped with print materials, audio-visual materials, and current technological tools in order to deliver the Parenting Education Program and to serve as a community resource information center.

Recruiting efforts have increased the number of male students enrolling in Consumer and Homemaking Education courses that are usually dominated by females.

9.2.10 Curriculum Development in Both Depressed and Non-Depressed Areas of the State

Consumer and home economics teachers keyed the student course performance standards to basic reading strategies in order to enhance reading comprehension, writing, and math. Basic academic skills were taught and reinforced in a practical setting.

Curriculum was developed, revised, and individualized so that students in ESOL and Exceptional Student Education Programs could be mainstreamed into the Consumer and Homemaking Program.

Curriculum was developed relating to life style skills, including employability skills. These instructional materials were designed to motivate disadvantaged, "at-risk" students.

9.2.11 Ancillary Services in Both Depressed and Non-Depressed Areas of the State

Ancillary services in depressed and non-depressed areas included the establishment of Future Homemakers of America/Home Economics Related Occupations (FHA/HERO) affiliations at many of the high schools. Many of these chapters participated in district, state, and national competitive events.

9.3 Exemplary Programs

See Appendix B for a description of exemplary consumer and homemaking programs at Okaloosa-Walton Community College and all Citrus County Schools.

10.0
Tech Prep Education Programs

Tech Prep education was established to provide a systematic program for developing a strong, comprehensive link between secondary schools and postsecondary educational institutions. Tech Prep programs are implemented through competitive grants and require collaborative agreements between members of a consortium. The consortia in Florida comprise at least one community college and one school district. Consortia range from 1:1 to 1:6.

During the 1992-93 academic year, there were 17 total consortia and that number continues to grow. The Tech Prep consortia in Florida were made up of the following:

- 17 community colleges
- 35 school districts

Florida's Tech Prep programs provide, at a minimum, a common core of basic proficiencies in mathematics, science, communications, and career preparation designed to lead to an associate degree, certificate, or apprenticeship in a specific career field.

New Tech Prep programs were funded during 1992-93 in three rural and three urban areas. Among the seventeen current consortia in Florida, eleven are considered rural and six are urban areas.

There is presently no identifier in the statewide data collection system to mark Tech Prep students. However, by analyzing enrollment data in consortia schools among students enrolled in both applied academic courses and a career preparation program, it is estimated that 14,000 students were in a tech prep program during the 1992-93 school year.

Three of Florida's Tech Prep consortia earned national acclaim in 1992-93. The Quad County Consortium (Indian River Community College, Indian River, St. Lucie, Martin and Okeechobee counties) won the American Association of Community Colleges Award for Outstanding Tech Prep Programs and the U.S.D.O.E. Parnell Award for the most outstanding tech prep program in the country. The Seminole Consortium (Seminole Community College and Seminole County) was cited in the GAO report as making significant progress in the development and implementation of apprenticeship programs. This program builds on Tech Prep. Finally, the Santa Fe Consortium was selected as one of ten in-depth study sites for the USDOE four year in-depth study of Tech Prep.

10.1 **During Program Year 1992-93, Tech Prep programs in Florida were in their initial planning year, prior to actual implementation.**

The planning year in all newly funded consortia included awareness workshops, publicity campaigns, collaboration between educators, business and industry; integrated curriculum development; infusion of applied courses; developing articulation agreements between secondary and postsecondary institutions; providing in-service training for teachers, counselors, coordinators and administrators; and purchase of equipment including computers, printers, software, audio-visual materials and instructional kits.

Following are the major accomplishments of Tech Prep education programs in each of the specific vocational-technical occupational program areas for Program Year 1992-93.

Agribusiness and Natural Resources

Tech Prep programs of study have been designed in aquaculture, horticulture and landscape technology and have been integrated with higher level academics in math and science. A new academy of agribusiness is being implmented at one consortium.

Business Education

Curriculum committees working with business and industry developed curriculum for programs, including Accounting Technology, Business Administration and Management, Office Systems Technology--General, Medical and Legal, and Entrepreneurship, which will prepare students for success at the postsecondary level.

Marketing Education

Updated curriculum is being developed for Marketing Education programs with assistance from the business community. A model curriculum in International Marketing has also been designed for statewide replication.

Home Economics Education

Program sequence models were developed for Child Care and other human services programs.

Health Occupations Education

Health Occupations Education needs continuous monitoring and updating to remain current with technological changes in that field. Input has been received from vocational-technical centers and community colleges to gain input for model programs. Where appropriate, programs of study have been refined, and in some cases, certain programs have been dropped, to be replaced by newer, more relevant programs. Existing articulation agreements in programs including Medical Laboratory Technology, Medical Records Technology and Nursing were used to develop grade 9-12 courses of study for health career options leading to an associate of science or baccalaureate degree.

Industrial Education

Tech Prep programs of study and articulation agreements were developed in programs of Automotive Technology, Drafting, Electronics Engineering Technology and General Studies in Technology. Curriculum was reviewed and adapted for Electronics, Drafting Technology, Graphic Design Technology, Automotive Technology, Industrical Maintenance Mechanics and Building Construction Technology.

Technology Education

General Studies in Technology was articulated with other career preparation areas.

Public Service Education

A curriculum for a new Criminal Justice Assisting course to be taught in high schools was developed by one consortium. Articulation agreements were developed. A new program in environmental technology is being implemented in several consortia.

10.2 **The planning process for Tech Prep programs includes strategies for meeting the needs of special populations in many different ways to include:**

Recruitment of special populations

- Provision of counseling services (with an emphasis on special needs counseling)
- Registration assistance
- Help for economically disadvantaged students to complete high school with skills needed to obtain a job while attending postsecondary institutions

- Financial assistance and reduced or waived fees
- Individual education plans (IEPs) to be revised to reflect modifications and support services needed
- Remediation programs
- Tutoring
- Availability of special education teachers

Examples of the impact of Tech Prep professional activities for guidance counselors, vocational teachers/administrators, and others include: 10.3

A statewide workshop for counselors was conducted to train them in their specific role related to tech prep.

Other professional activities included:

- Orientation/awareness presentations
- Critical thinking workshops for sharing ideas and developing strategies
- Tech Prep leadership team meetings for curriculum development
- On-site visits between secondary and postsecondary staff
- Workshops on applied courses in communications, mathematics, science, and technology
- Articulation workshops

- Workshops on integrating academic and vocational competencies

These Tech Prep activities have resulted in the expansion of Tech Prep coordinator positions in the state, curriculum/course revisions to accommodate skills required, continuity of instruction and accelerated training/retraining of counselors and vocational teachers/administrators and others.

10.4 **The preparatory services provided for participants in Tech Prep programs include:**

- In-service activities for teachers, guidance counselors, and curriculum advisors
- Identification, recruitment, and testing of potential participants
- Guidance and career counseling
- Parent/student meetings
- Enrollment preparation
- Course sequence analysis and advisement
- Dissemination of information about nontraditional careers for males and females

Florida's 1992-93 Tech Prep Consortia

The state of Florida had six Tech Prep consortia that began the planning phases of operations during Program Year 1992-93. Eleven additional Tech Prep consortia began implementing programs during 1992-93. Listed below are the names of consortia members and a summary of activities at these sites.

DADE COUNTY and Miami Dade Community College

Dade County Public Schools has formed a consortium with Miami-Dade Community College to provide sequenced and articulated progression through a program of study that includes secondary, vocational-technical centers, and the community college. Over 30 vocational programs will be offered as Tech Prep programs of study in the areas of agriculture, allied health, business technology and industrial education.

A diversity of approaches will be incorporated into the Tech Prep program that will effectively address issues of dropout prevention, low achievement, and the needs of special populations for career training. A common core of required proficiency in mathematics, science and communication will be designed to lead to an Associate of Science degree in a specific career field. Some of the strategies will encompass innovative teaching strategies, multi-track options, curriculum that integrates basic skills and flexible scheduling.

A strong relationship with business/industry already existing will be expanded. The successful Honda and Toyota programs will be expanded into a broad based automotive articulation in a 2+2 endeavor. Similar linkages with industry will be expanded to develop new programs and evaluate existing programs.

MONROE COUNTY and Florida Keys Community College

Monroe County Public Schools has formed a consortium with Florida Keys Community College to provide students with competence and confidence so that they may enter the labor force to work and continue their education. The consortium will provide restructured, articulated secondary and postsecondary curriculum. The intent is to raise the academic competencies of the student, to provide relevant skills in specific occupational fields and to broaden the occupational and educational opportunities of every program participant.

Monroe County Public Schools has made a commitment to offer Tech Prep beginning with ninth grade to offer the most benefit to all students. The 4+2 programs will provide a smoother transition through high school and into postsecondary programs and strengthen academic skills with more relevant forms of instruction over a longer period of time. A youth apprenticeship program to be piloted in 1994-95 will be included in the Tech Prep program.

The four initial Tech Prep programs of study will be Health Related Services, Business Technology, Marine/Auto Technology, and Marine/Biology Dive Management Technology. Business, industry and labor unions will be actively involved in the programs by serving on committees, assisting with marketing and promotion, evaluation and forming partnerships.

St. Johns River Community College and CLAY, ST. JOHNS and PUTNAM COUNTIES

St. Johns River Community College has joined with the district school boards of Putnam, Clay, and St. Johns county to form a consortium. The goal is to prepare students for professional and technical occupations and emphasize mathematics, applied sciences, applied communications and a strong vocational/technical component. The consortium will involve all the high schools as well as St. Augustine Technical Center and the community college.

Fourteen Tech Prep programs of study have been identified in the areas of business, public service, health and industrial education. The community college plans to add five new vocational program areas to support the Tech Prep initiative. The school districts will be adding two additional vocational programs.

Local business and community leaders will serve as consultants on the advisory committee. Input from these leaders should lead to curricula that meets the needs of local industry and result in positive placement of students. Georgia Pacific and the Clay County Committee of 100 have already expressed an interest to be involved in this consortium.

Manatee Community College and SARASOTA and MANATEE COUNTIES

Program development is planned in nine different career areas including allied health, fire science, and electronics engineering. Strengths and highlights of the plan are strong local industry involvement in the planning and curriculum design activities, special attention to dropout retrieval, and in-service training. At least six high schools and one vocational center are involved.

South Florida Community College and DESOTO, HARDEE, and HIGHLANDS SCHOOL DISTRICTS

Up to five high schools are slated to be involved in planning and implementing the tech prep program. Areas of technology to be developed are the following:

- Public Service technology
- Allied health
- Business technology
- Home economics
- Agriculture
- Industrial technology

Articulation plans include the expanded use of dual enrollment. A particular emphasis is planned for the recruitment of special populations into the tech prep programs. The consortium is also making an effort to coordinate tech prep with other local educational reform initiatives.

PALM BEACH COUNTY and Palm Beach Community College

The Palm Beach consortium is designing tech prep programs of study in five career areas. They include:

- Culinary management
- Fire science
- Drafting
- Emergency medical technology
- Automotive service management

Primary focus in planning is centered around strengthening local business partnerships, articulating programs through curriculum committee work, identifying student incentives and getting the community involved in the program.

BAY COUNTY SCHOOL DISTRICT and Gulf Coast Community College

A series of articulation agreements resulted in the establishment of the Bay County Academy of Technical Education. This program was designed to meet the needs of students who plan to enter technical education with a special focus on minorities and females. The academy will operate as a cluster of technical mini-schools and shall be housed at three high schools, Haney Vo-Tech Center, and Gulf Coast Community College. Each center will specialize in one or more of the new and emerging technologies such as engineering, applied science, mechanical, trade, health, or business.

BROWARD SCHOOL DISTRICT and Broward Community College

A series of articulation agreements were developed for a planned sequence of courses/programs in health science and technology/industrial education. The purpose was to prepare students for employment in technological occupations. Support services to students will include outreach, recruitment, career counseling, vocational assessment, and remediation.

Chipola Junior College and CALHOUN, HOLMES, JACKSON, LIBERTY, and WASHINGTON COUNTIES

This program combined secondary and postsecondary courses and provided technical preparation in the fields of applied science, mechanical, industrial, practical arts and trades. This program will lead to an associate degree or a two-year certificate in emerging occupations which do not require a baccalaureate or advanced degree.

HILLSBOROUGH SCHOOL DISTRICT and Hillborough Community College

This program will establish 2 + 2 agreements, redesign laboratory facilities, revise instructional curriculum, and provide teacher in-service training in the areas of technology, business, and health occupations education. A comprehensive student needs assessment drives this effort and underscores the need to develop technical competencies for employment in new technologies.

Indian River Community College and INDIAN RIVER, MARTIN, OKEECHOBEE, and ST. LUCIE SCHOOL DISTRICTS

This plan was implemented in conjunction with the Treasure Coast Educators Coalition and supported by business, industry, and many professional organizations. The focus will be to develop curricula tracks in agriculture, allied health, business management, and industrial technology. The coalition will establish articulated 4+2+2 technical education programs that are designed:

- To increase enrollment in mathematics, science, and technology disciplines
- To increase occupational competencies of graduates
- To increase academic test scores
- To reduce the dropout rate
- To increase the number of associate and bachelors degrees

Lake City Community College and BAKER, DIXIE and GILCHRIST SCHOOL DISTRICTS

This group forms the Florida Crown Tech Prep Consortium. An important element of this effort was curriculum change designed to prepare students for technical careers. A new course entitled Applied Physics will introduce students to four energy systems - mechanical, electrical, thermal and fluid. Successful completion of this course will be one of the criteria to insure acceptance into seven Tech Prep programs at the college.

These programs were:

- Computer programming and analysis
- Electronic engineering technology
- Emergency medical services
- Forestry
- Landscape technology

- Medical laboratory technology
- Nursing

Okaloosa-Walton Community College and OKALOOSA SCHOOL DISTRICT

This project was developed to articulate 2 + 2 programs that lead to two-year associate degrees in engineering technology, industrial and business career fields. This program provides for effective job placement and will allow students to transfer into four-year degree programs.

Santa Fe Community College and ALACHUA SCHOOL DISTRICT

The goal of this project is to prepare students for technical occupations emphasizing communications, mathematics, science and computers. Consortium members have a long history of working cooperatively and this effort will build on that relationship. Funds will be used to strengthen and expand existing articulated programs in Alachua County, as well as to establish new ones.

New programs of study that are being developed include agritechnology, business and marketing, engineering technology, health occupations, computer programming and human services.

Seminole Community College and SEMINOLE SCHOOL DISTRICT

A series of articulation agreements between consortia members will allow high school vocational students to make transitions into technical programs at Seminole Community College. These technical programs include health service occupations, electronics, drafting and auto mechanics. A primary goal is to place student completers in employment where there is rapid technological change occurring.

St. Petersburg Junior College and PINELLAS COUNTY SCHOOL DISTRICT

Consortia members, supported by the Suncoast Regional Technology Transfer Center, are working cooperatively to assist students in successfully completing high school and preparing for placement in a field of their choice. The program focus will be on engineering technology, health occupations, and computer science. A computer laboratory will be established in several high schools and St. Petersburg Junior College to provide training for these critical high-tech skills.

Valencia Community College and ORANGE and OSCEOLA SCHOOL DISTRICTS

This program was developed to prepare students for over 40 occupations which currently experience an undersupply, including, but not limited to the following:

- Engineering technology (electronics, lasers optics, robotics, computer science, Computer Integrated Manufacturing [CIM] and Computer Assisted Drafting [CAD])
- Business technology
- Mechanical technology
- Industrial technology
- Trade
- Agriculture
- Health

This plan incorporates a model allied technology laboratory which is funded largely with non-Tech Prep funds. This model integrates academic and technical concepts using applied techniques.

11.0
INTEGRATING APPLIED ACADEMICS INTO VOCATIONAL EDUCATION PROGRAMS

The Carl D. Perkins Act emphasizes the need to integrate academic and vocational education through coherent sequences of courses so that students achieve both academic and occupational competencies.

For the number of students enrolled in secondary and postsecondary vocational job preparatory programs, see Appendix A. **11.1**

Types of activities conducted by the State in developing and implementing applied academics into vocational-technical education include the following: **11.2**

School districts and community colleges made a concerted effort to provide for the integration of academic and vocational competencies. Professional and curriculum development activities and implementation of proven and innovative strategies were used in this effort.

In vocational-technical education program(s), eligible recipients:

- Fostered an exchange of ideas between academic and vocational teachers to enable them to cooperate in teaching academic/vocational concepts and train others
- Encouraged teachers and administrators to visit other districts to observe and replicate good integration models

- Increased the number of apprenticeships, career magnet and academy schools, and Tech Prep programs

- Participated in the development and expansion of applied academic courses - Applied Mathematics, Biology/ Chemistry, and Communication courses and modules and Principles of Technology

- Achieved vocational integration of subject matter across multiple disciplines

- Developed vocational/academic integrated preservice and in-service teacher education modules which were delivered at State conferences and university-sponsored sites

- Used applied strategies in existing academic courses

- Disseminated recently developed products such as the document entitled Integrating Academic and Vocational Education. Recommended changes in teacher education to promote the ongoing integration of academic and vocational education in preservice education programs. Provided promotional announcements for integration workshops and teleconferences.

See Section 7.0 of this document for activities and strategies used for specific vocational-technical education areas.

11.3 **For services that the Department of Education and local educational agencies are implementing to provide assistance to special population student's with applied academics in vocational-technical education, see pages 66-70 of this report.**

What is the impact of team teaching, developing curriculum, performance standards and core measures, and other integrating activities on programs, teachers, and students? **11.4**

As a result of the implementation of the Blueprint for Career Preparation, which is the state's vehicle for delivering the innovative approaches mentioned above, the following improvements have been observed:

In program year 1992-93, the number of sections of applied coursework increased from 1100 in 1992 to approximately 2400 in 1993.

Teachers

- Academic and vocational teachers are working together and each developing more respect for the others' role in education
- Through teaming, teachers are improving their skills in motivating students
- Teachers are engaged in more professional development experiences related to integration activities
- Because of an increase in cooperative planning, teachers are utilizing their time, talents, and resources in a more efficient manner to raise the performance of their students
- Science and Technology Education Teachers and Administrators have responded to State developed RFPs designed to foster curriculum integration through shared use facilities (25 million awarded in 1992-93)

12.0
Career Guidance and Counseling

The purpose of career guidance and counseling programs is to prepare students to make informed career and educational decisions. Appropriate career selection by students can reduce the likelihood of misdirecting resources in pursuit of dissatisfying careers.

12.1 **What are the types and number of programs and persons served in Florida in the area of career guidance and counseling?**

While there are many activities in Florida to support career guidance and counseling, the core program is the Blueprint for Career Preparation. The focus of the Blueprint is that students graduate prepared to enter the world of work and continue their postsecondary education. The important elements of the Blueprint are:

- School-Level Planning and Decision Making
- Applied Teaching Strategies
- Modification of Curriculum to more relevant hands-on methods
- Career and Education Planning
- Focus on Technology Education
- Promote Higher Order Critical Thinking Skills

- Encourage Higher Expectations
- Increase Self-Esteem

During the 1992-93 academic year, the Blueprint for Career Preparation provided 522,000 students in 49 participating districts with the building blocks for success from pre-K through postsecondary levels and that number is increasing each year. These building blocks support student preparation for and articulation to workplace, vocational-technical centers and colleges or universities. The Blueprint for Career Preparation has assimilated the concept of Florida's response to national school reform and accountability within Blueprint 2000:

- Graduation Rate and Readiness for Postsecondary Education and Employment - preparing students to graduate and enter the workforce and/or postsecondary education

Under the Blueprint for Career Preparation, there are six different levels of programs that begin in kindergarten or before and continue through adulthood. These programs are as follows:

1. *Grades K - 5 - Self, Career, and Technology Awareness*

Students participate in an instructional program that infuses self, career, and technology awareness activities into the classroom. Students used Insights, instructional materials that promote classroom activities to enhance self-awareness, self-esteem, and career awareness.

2. *Grade 6 - Personal Assessment, Technological Literacy, and Career Awareness*

Students participate in a program of personal assessment and instruction in technological literacy. Career awareness continues at a more sophisticated level.

3. *Grades 7 - 8 - Career Exploration, Personal Assessment and Technology Education*

Students learn about the wide variety of careers available through an array of experiences and exploration of technology. They identify goals to strive for and begin to plan for their future through personal assessment. In eighth grade, students develop a four-year career and educational plan for high school designed for annual review and revision. Students used the following instructional materials:

- Pathways to Your Future - 100,800 students used the career and educational planning system during the 1992-93 academic year
- Career Cruiser - provides career and educational information and activities for eighth graders in newspaper format that is updated each year
- Choices, Jr. - computerized career exploration system which introduces students to career exploration, interest areas, and orientation to the world of work
- Jobs For Me - computerized self-awareness and career exploration software program

4. *Grades 9 - 12 - Academic and Specialized Skill Development*

Students complete high school with adequate preparation to pursue postsecondary education and to enter the workforce or military service. Applied learning strategies enable students to learn language arts skills, mathematical concepts, and scientific theories and techniques while completing occupational tasks. Applied learning helps strengthen basic skills in both academic and vocational courses. Students use the following instructional materials:

- The Source - computerized financial aid search
- The Guide - career and education magazine
- Gold Seal Scholarship Program - Up to $2,000 per year for four years is available to eligible, outstanding, vocational students to continue their postsecondary education
- CHOICES - computerized career and education information
- Applied Academics - Applied Mathematics, Principles of Technology, Applied Biology/Chemistry, and Applied Communication courses and modules
- Employability Skills Series - instructional workbooks
- Parents Make the Difference Seminars - parent training workshops
- Impact - activities to enhance self-esteem and develop cooperative learning strategies
- Academic/Vocational Integration - cooperative planning and teaching to make curriculum more relevant

Postsecondary Education - Skill Development and Career Advancement

Students have the opportunity to participate in postsecondary education programs that enable them to successfully enter the world of work, maintain competence in current employment, advance within their occupational fields, or change occupations. Students use the following instructional materials and programs:

- The Source

- Employability Skills Series

- CHOICES CT - computerized career and education information plus transferable skills modules

- Enhanced articulation among high schools, vocational-technical centers, community colleges, and universities

- Tech Prep Consortia

- Vocational/Academic Integration - preservice teacher education modules

- Centers of Emphasis

6. K - Community - Partnership Building and Information Sharing

Educators and learners at all levels intensified efforts to share information and enhance partnerships with parents and the business community.

Several products have been developed and disseminated to support the Blueprint for Career Preparation.

- Developed and distributed 300,000 Career and Education Planning Guides to secondary schools, vocational-technical centers, community colleges, and universities throughout the state

- Developed and distributed statewide 190,000 copies of Career Cruiser to eighth graders to be used for self-awareness and career planning tools

What is the implementation and impact of the National Career Development Guidelines in Florida, including curriculum development and development of competencies? 12.2

Florida's Guide to Career Development covers kindergarten through postsecondary and adult education. The Florida Guide addresses the same areas as the National Career Development Guidelines, providing information that applies specifically to Florida. The underlying philosophy of the manual is that effective school-based programs are best planned at the school level. The Florida Guide provides schools and districts with a step-by-step process for planning and implementing quality career development programs.

The Guide, distributed in notebooks to make updates easy, has two parts:

- Career Development Program Guide - includes student competency listings and guidelines outlining steps for planning and implementing school-based career development programs
- Resource Guide - an annotated, bibliographic listing of career-development materials that includes a matrix of instructional products that are available to help teach specific competencies

What activities and services for professional development are available in Florida in the area of career guidance and counseling? 12.3

See Section 7.0 - State Leadership and Professional Development, Career Development subsection.

How is the Florida Career Information Delivery System implemented? 12.4

The Florida Career Information Delivery System (FCIDS) is available through FIRN and is designed for use as an information tool for the occupational specialist, counselor, teacher, and administrator. Its files can serve as a quick and easy reference for specific information on occupations, educational institutions and programs, financial aid awards, and actual job openings.

FCIDS is updated annually and is used as the basis for CHOICES/CHOICES CT, FLORIDA VIEW, Career Cruiser, and The Guide. User access codes are issued through BCD&EI, and there is no charge to educational users for using the system.

The career information system designed for student use is CHOICES/CHOICES CT. These systems contain the same information as FCIDS (excepted for job openings and SOLAR).

CHOICES CT is used in postsecondary institutions with adult users. It has a transferrable skills component which helps those with previous work experience find related occupations. CHOICES/CHOICES CT is a microcomputer based program. It is structured differently, in that it has search components which allow the user to match their interests and abilities to occupations. The education file contains information on every public and private school in Florida, in addition to some 4,500 national schools.

CHOICES is designed to be more user friendly and has many features to enhance career planning for the user. It is used in high schools, community colleges, vocational technical centers, and universities throughout the state. Counselors and occupationsl specialists have found CHOICES to be very beneficial in assisting students in career and educational exploration and planning. The system is updated and enhanced annually. Each site pays an annual lease fee.

What program evaluation has been conducted to document the program effectiveness of the career guidance and counseling programs in Florida? 12.5

See Section 11.4 for documentation of the effectiveness of the implementation of the *Blueprint for Career Preparation*, which is the state's primary vehicle for delivering career guidance and counseling.

What is the impact of the Tech Prep programs on students in Florida? 12.6

Florida's Tech Prep program provides a link between secondary schools and postsecondary educational institutions. During the 1992-93 academic year, Tech Prep was implemented through agreements between members of 17 consortia. The consortium consists of institutions offering two years of secondary school preceding graduation and institutions offering two years of higher education or an apprenticeship training program lasting at least two years beyond secondary school.

For more information about Florida's Tech Prep program, see Section 10.0.

APPENDIXES

APPENDIX A

ENROLLMENT TABLE*
Vocational Job Preparatory Practical Arts Programs

OMB NO. 1830-0503
EXP. 10-31-93

POSTSECONDARY ENROLLMENT
STATE OF FLORIDA

Reporting Year: 1992-93

	UNDUPLICATED ONLY			UNDUPLICATED AND DUPLICATED (PUT DUPLICATED IN PARENTHESES)								
OCC Program Area	Total Enrolled	TOTAL		LINKAGE				PLACEMENT				Current Teachers
									Employed			
		Male	Female	Tech Prep	Co-Op	Appr	Wk-Study	Cont Ed	R'ltd	Other	Military	
Agriculture	3,846	2,602	1,244		(65)	(50)		(73)	(271)	(92)	(2)	
Marketing	33,868	12,574	21,294		(52)	0		(467)	(2,272)	(574)	(16)	
Health Occupations	80,205	18,083	62,122		(0)	(7)		(2,528)	(12,014)	(2,167)	(163)	
Home Ec. Gainful	26,202	2,422	23,780		(477)	(799)		(392)	(1010)	(1,601)	(4)	
Business	109,431	33,011	76,420		(209)	(0)		(1,420)	(3,897)	(2,023)	(37)	
Industrial	95,587	69,820	25,767		(4,310)	(7,615)		(1,364)	(6,002)	(2,344)	(103)	
Public Service	63,406	45,127	18,278		(868)	(214)		(1,121)	(5,053)	(1,946)	(51)	
Technology Education	492	404	88		0	0			0			
Home Economics	10,216	2,314	7,902		0	0		(13)	(7)	1		
Diversified	2,348	1,096	1,252		(1,288)	(57)		(62)	(243)	(54)	(1)	
Spec. Needs Disadvantaged	11,306	4,459	6,847		0	(0)						
Spec. Needs - ESE	149	66	83		0	0						
Spec. Needs Disabled	7,567	5,912	1,655		0	0						
GRAND TOTAL	**444,622**	**197,890**	**246,732**		**(7,269)**	**(8,742)**		**(8,036)**	**(30,769)**	**(9,803)**	**(375)**	

***These enrollment figures represent the total number of students funded by Federal, State, and other funding sources.**

ENROLLMENT TABLE*
Vocational Job Preparatory Practical Arts Programs

OMB NO. 1830-0503
EXP. 10-31-94

POSTSECONDARY ENROLLMENT
STATE OF FLORIDA

Reporting Year: 1992-93

	UNDUPLICATED ONLY			UNDUPLICATED AND DUPLICATED (PUT DUPLICATED IN PARENTHESES)								
OCC Program Area	Total Enrolled	TOTAL		Regular Vo-Tech Education	Disadvantaged	LEP	Disabled	Corrections	SP/DH/SPW	Sex Equity (nontargeted)	Adult	Completer
		Male	Female									
Agriculture	3,846	2,602	1,244	(2,218)	(989)	(28)	(394)		(202)			329
Marketing	33,868	12,574	21,294	(28,175)	(2,092)	(413)	(290)		(1,677)			2,240
Health Occupations	80,205	18,083	62,122	(57,907)	(16,215)	(979)	(1,090)		(8,988)			15,621
Home Ec. Gainful	26,202	2,422	23,780	(19,595)	(5,864)	(640)	(331)		(2,899)			1,538
Business	109,431	33,011	76,420	(87,084))	(19,586)	(30,061)	(1,496)		(11,400)			4,441
Industrial	95,587	69,820	25,767	(69,332)	(20,389)	(2,101)	(1,520)		(5,494)			9,167
Public Service	63,406	45,127	18,278	(48,166)	(6,590)	(571)	(368)		(3,463)			5,836
Technology Education	492	404	88	(3,601)	(176)	(4)	(11)		(10)			0
Home Economics	10,216	2,314	7,902	(5,949)	(1,558)	(205)	(1,243)		(3,268)			91
Diversified	2,348	1,096	1,252	(1,542)	(849)	(273)	(28)		(463)			1,288
Spec. Needs Disadvantaged	11,306	4,459	6,847	(4,304)	(6,221)	(568)	(863)		(2,027)			0
Spec. Needs - ESE	149	66	83	(92)	(46)	(1)	(70)		(0)			32
Spec. Needs Disabled	7,567	5,912	1,655	(1,976)	(5,111)	(21)	(1,498)		(456)			93
GRAND TOTAL	**444,622**	**197,890**	**246,732**	**(326,603)**	**(83,372)**	**(8.810)**	**(9,210)**		**(40,347)**			**39,570**

***These enrollment figures represent the total number of students funded by Federal, State, and other funding sources.**

ENROLLMENT TABLE*
Vocational Job Preparatory Practical Arts Programs

OMB NO. 1830-0503
EXP. 10-31-93

SECONDARY ENROLLMENT
STATE OF FLORIDA

Reporting Year: 1992-93

OCC Program Area	UNDUPLICATED ONLY			UNDUPLICATED AND DUPLICATED (PUT DUPLICATED IN PARENTHESES)								
	Total Enrolled	TOTAL		LINKAGE				PLACEMENT				Current Teachers
		Male	Female	Tech Prep	Co-Op	Appr	Wk-Study	Cont Ed	Employed R'ltd	Employed Other	Military	
Agriculture	33,856	22.409	11.447	(25,250)	(2,227)			(688)	(413)	(528)	(133)	
Marketing	13,653	6,014	7,639	(15,379)	(6,225)			(1,477)	(1.439)	(474)	(141)	
Health Occupations	15,486	5,730	9,756	(8.207)	(334)			(557)	(182)	(166)	(21)	
Home Ec. Gainful	61,215	25.102	36.113	(36.099)	(519)	(1)		(1.209)	(520)	(427)	(60)	
Business	179,108	75,133	103,975	(149,312)	(4,581)			(7,668)	(3,405)	(3,151)	(573)	
Industrial	23,842	19..903	3,939	(6,832)	(9)	(6)		(1,310)	(879)	(710)	(272)	
Public Service	6,697	3,008	3,689	(7,559)	(49)			(790)	(197)	(446)	(101)	
Technology Education	143,571	101,698	41.873	(116.873)	0	(1)		0	0	0		
Home Economics	133.969	53,593	80,376	(136.606)	0			(90)	(44)	(35)	(11)	
Diversified	71.790	37,684	34.106	(48.316)	(17,797)			(2.115)	(3.287)	(1.087)	(391)	
Spec. Needs Disadvantaged	289	229	60	(83)	0							
Spec. Needs - ESE	3,552	2,393	1,159	(99)	0							
Spec. Needs Disabled	844	528	316	(385)	0							
GRAND TOTAL	**687,872**	**353,424**	**334,448**	**(551,000)**	**(31,741)**	**(7)**		**(15,985)**	**(10,366)**	**(7,024)**	**(1,703)**	

***These enrollment figures represent the total number of students funded by Federal, State, and other funding sources.**

APPENDIX A - ENROLLMENT TABLES*
Vocational Job Preparatory Practical Arts Programs

OMB NO. 1830-0503
EXP. 10-31-93

SECONDARY ENROLLMENT
STATE OF FLORIDA

Reporting Year: 1992-93

	UNDUPLICATED ONLY			UNDUPLICATED AND DUPLICATED (PUT DUPLICATED IN PARENTHESES)								
OCC Program Area	Total Enrolled	TOTAL		Regular Vo-Tech Education	Disadvantaged	LEP	Disabled	Corrections	SP/DH/ SPW	Sex Equity (nontargeted)	Adult	Completer
		Male	Female									
Agriculture	33,856	22,409	11,447	(23,475)	(13,678)	(754)	(1,413)		(102)			1,206
Marketing	13,653	6,014	7,639	(14,898)	(4,262)	(315)	(315)		(116)			2,277
Health Occupations	15,486	5,730	9,756	(11,261)	(5,189)	(336)	(381)		(163)			1,215
Home Ec Gainful	61,215	25,102	36,113	(39,971)	(21,202)	(2,011)	(2,537)		(216)			1,630
Business	179,108	75,133	103,975	(138,568)	(66,262)	(7,335)	(4,183)		(964)			10,845
Industrial	23,842	19,903	3,939	(14,646)	(11,471)	(632)	(2,176)		(141)			2,084
Public Service	6,697	3,008	3,689	(4,919)	(2,122)	(185)	(96)		(30)			369
Technology Education	143,571	101,698	41,873	(99,867)	(52,837)	(5,088)	(6,564)		(210)			0
Home Economics	133,969	53,593	80,376	(105,619)	(58,617)	(6,218)	(7,746)		(1,116)			510
Diversified	71,790	37,684	34,106	(45,398)	(13,357)	(820)	(508)		(299)			2,790
Spec. Needs Disadvantaged	289	229	60	(104)	(166)	(9)	(43)		(6)			0
Spec. Needs - ESE	3,552	2,393	1,159	(35)	(2,297)	(37)	(4,273)		(12)			68
Spec. Needs Disabled	844	528	316	(561)	(204)	(11)	(153)		(8)			7
GRAND TOTAL	**687,872**	**353,424**	**334,448**	**(499,322)**	**(270,427)**	**(23,751)**	**(30,388)**		**(3,383)**			**23,001**

*These enrollment figures represent the total number of students funded by Federal, State, and other funding sources.

APPENDIX B

APPENDIX B
EXEMPLARY VOCATIONAL EDUCATION PROGRAMS

The Vocational Education Exemplary Programs section of the report was developed to highlight those programs, at least partially supported by federal (Perkins) funds, which have been recognized as superior examples of excellence in education. These model programs have received national/state/or local accolades and, in some instances, have been replicated by other states.

Specific criteria were developed by the staff of the Division of Vocational, Adult, and Community Education for identification of these programs. The factors used in the criteria for selecting exemplary vocational education programs are as follows:

CRITERIA

All programs must meet the following criteria:

1. Must have been in operation through one complete program cycle (from inception through evaluation)
2. Must document specific student outcomes
3. Must address a specific need
4. Must have well-defined objective(s) which have produced documented, measurable results
5. Program responds to national/regional/state educational goals or mandates of federal/state/local school laws and policies (i.e., Educational Accountability Act, Carl D. Perkins Vocational Education Act, Adult Literacy Act, Florida's Adult Education Act, or the Florida Community Education Act)
6. Must have received recognition by viable group(s) or entity(ies) (Examples: National/State/Local Associations, the Commissioner of Education)

OUTSTANDING PROGRAM CHARACTERISTICS

All programs must have outstanding characteristics relative to five or more of the following:

1. Program effectiveness for **one or more** of the following indicators (based on comparison of program results with some external standard or other basis of comparison):
   - High attendance rate (example: program attendance rate of 90% versus 50% schoolwide attendance rate)
   - Dropout prevention success
   - Dropout retrieval rate
   - Completion/retention rate
   - GED completion rate
   - Placement rate - At least 80%
   - Employer satisfaction rate
2. Effective recruitment of participants, with emphasis on ethnic minority recruitment efforts
3. Curriculum development which includes applied strategies
4. Outcome-oriented student evaluation process
5. Needs for a specific target population have been met
6. Provision of a wide range of supportive services
7. Integration of vocational and academic skills
8. Focus on career and educational planning
9. Articulation agreements which can serve as models
10. Provision for effective transition from school to work
11. Employability skills training
12. Utilization of high technology instruction
13. Inclusion of practices that reduce sex bias and sex role stereotyping
14. Provision for quality workplace learning activities
15. Quality in-service training for educators
16. Provision for replication
17. Cost effectiveness
18. Parental involvement
19. Community service involvement
20. Business and industry involvement

ENCORE - SINGLE PARENTS, DISPLACED HOMEMAKERS, SINGLE PREGNANT WOMEN

Charlotte Vocational Technical Center
Charlotte County School District

This program was recognized as exemplary by the National Center for Research in Vocational Education, National Exemplary Program, Florida Equity Administration-Leadership Award, Florida Medical Society-Recognition of Charlotte County Medical Society Auxiliary for support to "Best Adult Oriented Program" and WBBH Television Station "Good Neighbor Award."

Its activities assisted in achieving the following Department of Education goal:

- *Graduation Rate and Readiness for Postsecondary Education and Employment*

ENCORE provides quality programs, services and activities to single parents, displaced homemakers, and single pregnant women to enable them to attain vocational skills in high-wage occupations to ensure economic self-sufficiency. The program recognizes the importance of motivating these targeted students in order to help them reach their highest potentials by removing barriers.

Vocational assessment and counseling are an integral part of the program. The TABE test, Choices, Holland Codes, and/or CVTC interest tests are administered to each student, along with shadowing and counseling with the occupational specialist.

During the 1992-93 grant year, the program formally served 172 students, 156 female and 16 males. There were 91 completers, with 71 students placed in the workforce and on the road to self-sufficiency. Two students were awarded Habitat for Humanity houses, and one was named to be the recipient of the Dream House.

The project coordinator works closely with an advisory committee and community groups to provide better service to the program. Community groups support the program with donations of clothing for "Carol's Closet" clothing at no cost to students for interviews or classroom wear and scholarship monies utilized for items not covered by the grant. These items might include the fee for a Nursing State Board exam, "Beverly Sick" child care, graduation fees, or just keeping up with living expenses that cannot be met.

Two community organizations, the Board of Women Realtors and the Charlotte County Medical Society, have designed programs to help Encore students to own a "DREAM HOUSE" and donated funds from a golf tournament and an international dinner.

Outstanding Characteristics

1. Needs for a specific target population have been met

   The program services single parents-individuals who are unmarried or separated from a spouse and have either custody or joint custody of a minor child or children; displaced homemakers - persons who have been homemakers but are seeking employment as a result of separation, divorce, death, or disablement of spouse; and single pregnant woman - individuals who are unmarried or separated from a spouse and pregnant.

2. Employability skills training

   Each student receives training in job readiness which includes the job search applications, resumes, interviews, skills including a video mock interview, and insight into how to get along on the job.

3. Provision of a wide range of supportive services

   Students are provided with financial support for child care, transportation, tuition, books and uniforms. Vocational and personal counseling offered, as well as community support and scholarships.

4. Focus on career and educational planning

   Through various methods of ability and interest testing, along with shadowing and individual counseling with an occupational specialist, an Individualized Career Plan is developed and followed through graduation and job placement.

5. Community service involvement

   The strong community involvement is the real strength of the program. Community service organizations, churches, agencies and individuals donated clothing, scholarship money, time and other miscellaneous services.

For more information, contact: Carol Watters, Coordinator Encore, Charlotte Vocational Technical Center, 18300 Toledo Blade Boulevard, Port Charlotte, Florida 33948-3399; (813) 629-6819

EQUITY PROGRAM

Erwin Technical Center, Hillsborough County Public Schools

This program was recognized as exemplary by the Public Works Academy, Education Dedication Devotion in Education (EDDIE) of Hillsborough County Public Schools, and the Florida Department of Education Equity Leadership Award.

Its activities assisted in achieving the following Department of Education goals:

- *Student performance*
- *Learning environment*
- *School safety and environment*
- *Teachers and staff*

Some 300 professionals were provided with Equity training, much of which was focused on sexual harassment awareness. Nearly 900 district teachers received printed Equity information at a professional study day.

By the year's end, 132 students were enrolled at training programs in the school district's post-secondary centers or in apprenticeship. The majority were females.

Specific needs addressed by the Equity program included promotion of gender fairness, recruitment and retention assistance for non-traditional students, and provision of in-service to district professionals and staff.

Participants are selected on their interest in and/or intent to enter nontraditional fields of training. They are strongly encouraged to avail themselves of career assessment opportunities (SAGE, Career Exploration); are given vocational information and counseling; and are introduced to networking/mentoring possibilities.

Among the support services utilized by the Equity program student are vocational counseling, career assessment, referrals to appropriate school and community resources, financial assistance based on need, networking and/or mentoring, and continuous follow-up through program completion on a personal and/or small group basis.

Staff development activities include the provision of Equity-related workshops for District professionals and staff. Close coordination with the District's Tech-Prep program has been established. The Equity program manager is also a frequent presenter at statewide Equity training and has been involved in the development of the DOE's forthcoming Equity Program Manager's Guide.

Outstanding Characteristics

1. Needs for a specific target population have been met

   Nontraditional enrollment in postsecondary programs in Hillsborough County Public Schools continue to increase, in part due to Equity Program efforts in the areas of recruitment, retention, completion, and transition to the workforce.

2. Provision of a wide range of supportive services

   Equity program supportive services include the provision of information and encouragement regarding non-traditional training opportunities; career and personal counseling and referrals; networking and mentoring opportunities; and appropriate sponsorship for transportation, books, tools, uniforms, and tuition.

3. Provision for effective transition from school to work

   The Equity program has developed a number of nontraditional career mentoring opportunities and has provided ongoing workshops and small group activities dealing with realistic workplace issues, particularly as they impact the nontraditional completers; these include employability skills, cultural diversity and sexual harassment awareness.

4. Inclusion of practices that reduce sex bias and sex-role stereotyping

   The Equity program promotes and models gender fairness using strategies that increase awareness of the limitations imposed by sex bias and stereotyping. The program uses exemplary nontraditional students and mentors as role models in public forums and through the media and printed material.

5. Quality in-service for educators

   The Equity program provides ongoing in-service for educators and other school system employees through workshops, professional day presentations, printed information, and meetings with specific groups within the school system and community. The project manager serves on a variety of advisory and planning committees, which also serve as vehicles for Equity promotion.

For more information, contact: Michael D. Donohue, Principal, Erwin Technical Center, 2010 East Hillsborough Avenue, Tampa, Florida 33610; (813) 231-1800.

FAMILY/SCHOOL/COMMUNITY PARTNERSHIP PROGRAM
All Citrus County Schools

This program was recognized as exemplary by the Citrus County School Board and Congress of Parents and Teachers.

Its activities assisted in achieving the following Department of Education goals:

- *Readiness to start school*
- *Student Performance*
- *Learning Environment*
- *Teachers and Staff*

"If you care about your students, you will want a Family/School/Community Partnership Program." -- William T. Eldridge, Principal, Inverness Middle School, Citrus County Schools

The Citrus County Family/School/Communty Partnerships Program, following the guidelines of the Florida State University Development Research School program, evolved as teachers and staff in the two pilot sites concentrated on a needs and concerns survey. Inverness Primary and Inverness Middle School participants established "school as family" and began the gratifying process of understanding each other, their students and their families, as well as the overall community. The general curricula and state initiatives were addressed and interwoven as the school programs developed under the FSCP umbrella.

By the 1992-93 school year, the FSC program had grown to include 14 of the 16 schools in Citrus County include 120 workshop participants and 650 school participants. The program had evolved a format that included a two-day workshop in the fall in which a workable school plan would take form and one follow-up day in the spring to share successes and evaluate progress.

All schools in Citrus County have designated an area in the school near the office or guidance department as a Family Resource Center. The Family Resource Bus is a very special way for schools to make the parent connection. The Bus was refurbished with the help of the Citrus County Schools Maintenance Department and FSCP equipped and stocked the shelves with the latest in parent/family information. This out-of-school resource center provided a perfect setting for the parents to have access to information without having to go into the school. Also, the bus has been an ideal place for small groups of students to participate in cooperative learning activities on subjects such as manners or crisis management.

Citrus County has begun an articulation process that has involved all grades from Kindergarten through Junior College. The group evaluation indicated total agreement for the need insuring this would be a yearly sharing and planning activity leading to an Articulation Program that would provide a more consistent transition in the lives of all Citrus County students.

The "Classroom Management Plan" was designed by middle school teachers. The plan is intended to help students understand that uniform rules of conduct will be followed in the school setting. Teachers felt that the behaviors that were modeled in the school would be relected in the home and in the community. Parents were asked to reinforce behaviors within the home.

The concept of the Citrus County Resource Directory was introduced by the FSCP and, after 18 months of collaborative effort with many agencies and organizations in the county, was ready for distribution. To date, 350 of the resource directories have been placed in the helping hands of care givers and family-oriented centers. To ensure that the information is current, the updating of the manual has been accepted by a local volunteer group.

Outstanding Characteristics

1. Curriculum development

   Teacher/staff development to develop a customized/self-perpetuating program which includes all aspects of the school with planned activities and regular on-going updating and evaluation.

2. Integration of vocational and academic skills

   Teacher written interdisciplinary units on "family" and direct linkage with Blueprint for Career Preparation.

3. Quality inservice training for educators

   FSC provides educator inservice in which the educators are the participants, the presenters, and the program development team.

4. Provision for replication

   FSCP has developed an implementation process that will enable schools to develop customized, self-perpetuating plans. To date, fourteen schools in Citrus County have developed such plans.

5. Parental involvement

   All schools have increased parent involvement through positive phone calls, newsletters and family resource centers.

For more information, contact: Doris W. Rooks, Resource Specialist; Citrus County; 206 S. Line Ave., Inverness, FL 34450; (904) 726-2632.

FLORIDA YOUTH CONSERVATION CORPS
COMMUNITY-BASED ORGANIZATION
Eckerd Family Youth Alternatives
Christmas, Florida

This program was recognized as exemplary by the National Association of Service & Conservation Corps; Points of Light Foundation; Youth Employment Program/COMPACT; City of Orlando; Florida Department of Education, Florida Council On Vocational Education, and Orange County Public Schools.

Its activities assisted in achieving the following Department of Education goals:

- *Graduation Rate and Readiness for Postsecondary Education and Employment*
- *Student Performance*
- *Adult Literacy*

The Florida Youth Conservation Corps (FYCC) seeks to address the needs of a young adult population termed "at risk." The overall program goal is to provide employability skills training and educational development to young men and women 18-23 years of age, who at the time of admission to the program, are undereducated, underemployed, or unemployed.

Educational skill level is assessed by the administration of the TABE and GED pretest. The APTICOM, Holland Self Directed Search, and the Cambridge Vocational Interest Profile are used to assess employability aptitude, interests, and skill levels.

FYCC secures projects from a variety of sponsors such as city, state, federal, and non-profit agencies. Projects included construction of costal dune crossovers, boardwalks, removal of exotic vegetation, tree planting, fencing, tiling, roofing, and callup in natural emergencies.

During Fiscal year 1992-93 there were 105 participants. Of that group there were 76 completers. Due to the overlap of program and fiscal year, there are still corpsmembers in the program from fiscal year 1992-93 but their outcome remains to be seen.

Eckerd Family Youth Alternatives provides in-service staff development conferences, time and finances to travel to professional conferences pertinent to subject areas. Staff members are reimbursed for additional college course work taken in their area of certification. Weekly staff meetings are held on campus to address new innovations in human development.

Outstanding Characteristics

1. High attendance rate, GED completion rate, and placement rate

   During Fiscal year 1992-93, there were 105 participants. Of the participants, 76 were completers. Ninety-five percent of the program completers are employed, continuing their education, enrolled in formal vocational job preparatory programs, or in the military. Overall, program attendance is ninty-two percent. Ninety percent of eligible students completed their GED verses a state corps rate of fourteen percent.

2. Integration of vocational and academic skills

   An individually written educational/vocational plan is prepared for each corpsmember based on TABE and APTICOM testing coupled with individual interviews. Specific vocational and basic skills checklists are integrated into exercises that directly relate to how they apply to the workplace.

3. Provision for quality workplace learning activities

   An adult supervisor/teacher is the leader of each corpsmember work crew. They provide a setting of successful work experiences to promote the acquisition of basic skills and fundamental work ethics while providing corpsmembers with personal skill enhancement designed to further prepare them for entry into the workforce.

4. Focus on career and educational planning

   Corpsmembers are afforded practical work experience four days per week. One day and two evenings each week, corpsmembers attend classes that introduce them to academics, various career choices (through planned curricula), field trips, guest speakers, video presentations, and career shadowing programs.

5. Provision for replication

   The corps model is a well-organized program with administrative policies and descriptions of all involved personnel. The Corps has operated effectively for five years. Expansion of the Corps or introduction of new Corps in other areas of the state could be accomplished based on the experience of the existing Corps.

For more information, contact: Keith B. Phillipson, Director of Educational Services; Florida Youth Conservation Corps, 100 North Starcrest Drive, Clearwater, Florida 34625; (813) 461-2990, SC 540-1000.

FLORIDA TECH PREP CLEARINGHOUSE

Educational Services Program, Florida State University

This program was recognized as exemplary by Communications Concepts, Inc. - Apex 1993 Awards for Publication Excellence - and the National Tech Prep Network (recommended that Florida's Tech Prep Directory be used as a model for other states).

Its activities assisted in achieving the following Department of Education goals:

- *Graduation rate and readiness for Postsecondary education and employment*
- *Readiness to start school*
- *Student Performance*
- *Teachers and staff*
- *Adult literacy*

The Florida Tech Prep Clearinghouse was initially funded in December 1990. Since then, the project has been funded annually. The goals of the Tech Prep Clearinghouse are:

- *Coordinate the systematic flow of information from local, state, and national agencies/ organizations to Florida Tech Prep sites, DVACE, and interested others;*

- *Identify "best" practices and exemplary activities, according to criteria to be identified by the Tech Prep Steering Committee and Advisory Board, and to disseminate to Florida Tech Prep sites.*

The objective of the Tech Prep Clearinghouse is to provide the following products and services:

- *Newsletter*
- *Informational packets*
- *Tech Prep program directory*
- *Mailing list*
- *Networking/linkages*
- *Electronic networking*
- *Resource materials*
- *Awareness activities*

Outstanding Characteristics

1. Cost effectiveness

The goal of the Clearinghouse is to coordinate the systematic flow of information from local, state, and national agencies/organizations to Florida Tech Prep sites and interested others. By having a central collection and distribution point, those interested in Tech Prep have access to a gateway of resources and publications that are developed and produced at the local, state, and national levels. The identification and acquisition of existing materials reduced the need to "reinvent the wheel" and helped avoid costly duplication.

2. Integration of vocational and academic skills

The Clearinghouse facilitated the integration of vocational and academic skills by providing the following: a) a national search of curriculum and research materials, b) articles in the Florida Tech-Prep On-Line newsletter, and c) a directory of Florida Tech Prep programs for each consortium.

3. Provision of a wide range of supportive services

The Florida Tech Prep Clearinghouse provided comprehensive information services to educators and industry persons statewide. Comprehensive information services included the following: a) newsletter, b) information packets on selected topics, c) mailing list, d) information/reference requests, e) Florida's Tech Prep Program Directory, f) computer networking, g) bibliographic database, h) collection materials on a loan basis.

4. Provision for replication

All Clearinghouse systems have been established to be compatible with other systems on the national information highway. A document developed by the Clearinghouse outlining guidelines for electronic bibliographic, acquisition, and circulation management has been shared with the National Tech Prep Clearinghouse and other NNCCVTE regional centers for replication.

5. Needs for a specific target population have been met

The information needs of the Florida Tech Prep consortia were met by the Clearinghouse for fiscal year 1991-92. An evaluation/needs assessment of Clearinghouse services was conducted in June 1992. Data provided in each survey indicated information services and products provided by the Clearinghouse made a difference in the development and quality of their Tech Prep programs.

For more information, contact: Becky Augustyniak, Director, Florida Tech Prep Clearinghouse, 251 Sliger Building, 2035 East Dirac Drive, Tallahassee, Florida 32310; (904) 644-0830, 1(800)428-1194 (within Florida), or SunCom 284-0830.

FROM HERE TO TOMORROW - SINGLE PARENT/ DISPLACED HOMEMAKERS, SINGLE PREGNANT WOMEN

St. Augustine Technical Center, St. Johns County School District

This program was recognized as exemplary by the Florida Vocational Association and the Department of Education as a Best Practice and St. John's School District School Improvement Award.

Its activities assisted in achieving the following Department of Education goal:

- *Graduation Rate and Readiness for Postsecondary Education and Employment*

The project continually strives to increase minority participation and to improve the technological and academic skills of students. Persons who are not high school completers are enrolled in high school completion or GED training.

Program objectives include recruitment, counseling, assessment, support sessions, placement, tracking of single parents, displaced homemakers, and single pregnant women for the purpose of promoting self-sufficiency through high wage career employment. Needs assessment includes ongoing completion analysis, area demographics on poverty and increasing population in need.

Program operation procedures have evolved though perceived needs determined by the project manager and co-director to encompass items listed under program objectives. Total number of documented participants total at least 84 for 1992-1993. Counseling affects at least 300 annually and outreach covers 1,000 or more annually. Completer demographics are counted in terms of employment and wages earned. Selection of students is by project manager's subjective assessment based on interest, enthusiasm, participation, and documented academic achievement. Assessment is through recognized assessment tools combined with personal counseling.

Program effectiveness was shown by the total school and community involvement. The school administration sponsored a benefit evening social with donated food as a fundraiser for the Empty Stocking Fund. Most staff also adopt a child for presents at Christmas. A newly formed on-site child care facility developed as a result of this project. The Women's Club established a hardship fund to assist students. A scholarship/emergency fund was established to aid students and solicit contributions for community wide support.

A community-wide support network has evolved involving many agencies and private groups and employees. All provide support, guidance, employment services to the program participants. Staff development has been in the form of continual outreach and coordination of efforts to serve students this project could not be successful without major community and school involvement.

Outstanding Characteristics

1. Multiple services

   The project provides for recruitment, assessment, plus on-going support counseling and support groups to keep students in school completion. Students often have multiple barriers to success including responsibility for children and overwhelming financial burdens. The project has been able to develop a major referral/resource network to provide as much help as possible.

2. Career Education Planning

   Each enrollee is assessed using the TABE plus one or more career assessment tools combined with counseling. Assessments may be the Career Guidance Inventory (CGI), Vocational Resource Interest Inventory (VRII), APTICOM or SAGE. Results are then matched to worker traits to help direct student goals.

3. Employability Skills Training

   Weekly support group sessions are conducted, half of which are conducted by a licensed clinical psychologist. Coping skills covered include stress management, budgeting, interpersonal relations, job seeking, teamwork, dealing with harassment, and work success characteristics.

4. Equity focus

   Program targets only high-wage programs and emphasizes non-traditional career training areas. All persons seeking entry into the program are counseled about benefits of high wage, non-traditional career training.

5. Business and industry involvement

   Business members of the advisory board serve as mentors to students by providing group training during the school year.

For more information, contact: Carrol Wolverton, Project Manager, St. Augustine Technical Center, 2980 Collins Avenue, St. Augustine, Florida 32095-1919; (904) 824-44401.

LIFE SKILLS AND CAREER DEVELOPMENT

Osceola District Schools Vocational, Adult and Community Education

This program was recognized as exemplary by the Florida Vocational Association, "Best Practice" Award and the Walt Disney World, "Teacheriffic" Award.

Its activities assisted in achieving the following Department of Education goals:

- *Graduation Rate and Readiness for Postsecondary Education and Employment*
- *Teachers and Staff*
- *Adult Literacy*

Many Osceola county graduates with disabilities who earn a special diploma participate in vocational training and job placement programs during high school. Before graduation they are referred to agencies such as Vocational Rehabilitation, Goodwill Industries, and HRS Developmental Services which can provide employment-related services. Eligible students are required to be age 18 or older, have a disability, be employed, and demonstrate potential for maintaining competitive employment with minimum supervision.

Students are enrolled in adult basic education and individualized on-the-job training with a three-hour evening class. This scheduling allows students to work full time while they continue school. The on-the-job training component emphasizes the development of positive work behaviors and specific job skills as determined by individual needs. The classroom component is designed around group activities using a discussion format to accommodate various academic levels and learning styles.

Instruction focuses on life management skills, social skills, employability skills and job retention. Community based instruction is used to teach students how to use public transportation and to develop and apply social and functional skills in restaurants, shopping malls, theaters, and theme parks.

In September of 1992, fifteen students enrolled. In February of 1993, a second group of 14 students was added because of a growing waiting list. By the end of June, enrollment was 26; one student had moved; one was hospitalized and one resigned. Many of the remaining students desired to continue the class for the support it provided. A second year curriculum was added ("Level II") which focuses on civic responsibility and job advancement. Twenty-One students are currently enrolled in Level II and 15 new students are in Level I.

Outstanding Characteristics

1. Needs for a specific target population, Adults With Disabilities, have been met

   This program is offered only to students who have disabilities. Most of the students were in special programs for disabled students during high school. This program continues that support. Each student has an individualized education plan developed to enhance community integration and functional independence.

2. Provides for effective transition from school to work

   This program produces individualized on-the-job training. Each student has a training plan identifying job skills which need to be developed in order to maintain employment. Not one student was terminated during 1992-93 school year.

3. Provision for replication

   Materials have been developed which can be used to implement a similar program. This includes a curriculum, a student guide, pre-and post-tests, individualized education plan forms, cooperative education agreement forms, employer evaluation forms, visitation and telephone contact logs, and student training plan forms.

4. Employability skills training is an integral component

   The curriculum addresses personal assessment of abilities and career interests; a study of job requirements; development of acceptable behaviors with co-workers and supervisors; handling emergencies on the job; and changing jobs.

5. Business and industry involvement is vital to this program

   Cooperative education agreements are currently active with 16 businesses including the Orlando Naval Training Center, MGM Studios, EPCOT, Target, Oaks of Kissimmee, Food Lion, Pizza Hut, Goodwill Industries, Perkins Restaurant, Osceola District Schools, Osceola Flea Mart, Albertson's, St. Cloud Healthcare, Howard Johnson's, Publix, and Bryan's Crafts.

For more information, contact: Joy M. Suldo, Vocational-Exceptional Specialist, 401 Church Street, Kissimmee, Florida 34741; (407) 847-3147, Ext. 227, SC 352-7440.

LIFE SKILLS: ENHANCING SUCCESS FOR AT-RISK ADULT STUDENTS

Okaloosa-Walton Community College

This program was recognized as exemplary by the Florida Association of Community Colleges for District I and the STATE Exemplary Practice Award.

Its activities assisted in achieving the following Department of Education goal:

- *Graduation Rate and Readiness for Postsecondary Education and Employment*

The goal of this postsecondary Life Skills Program is to enhance comprehensive vocational education programs including career awareness, academic and vocational preparation and placement of at-risk academically and economically disadvantaged and disabled adults which will enable them to successfully enter the world of work or advance within their occupational fields.

The program worked in partnership with local industry and agencies serving disadvantaged and disabled individuals to upgrade academic and vocational skills to provide successful job training or academic skills and personal development.

Outreach, identification, recruitment and referral services for these students were coordinated through Okaloosa-Walton Community College's LIFE SKILLS CENTER.

Individuals with low achievement and motivation were provided with curriculum that is competency based, self paced and relevant to their personal and educational goals. Interactive computer assisted learning allows students an opportunity to learn at their own pace in a non-competitive, non-judgmental environment while developing computer skills.

There were 714 students enrolled in the Life Skills Program for 1992-93. This included 184 LEP and 81 disabled individuals. The program provided individual guidance to 136 disadvantaged adults who were ready to transition into the workforce and 80 mentally disabled students with training in employability/life skills that assisted in their obtaining skills necessary to acquire and maintain employment.

The program provided individual guidance to 136 disadvantaged students ready to transition into the workforce and 80 educable disabled students training in employability/life skills necessary to acquire and maintain employment.

Outstanding Characteristics

1. Need for specific target population have been met

   Software and A/V materials appropriate to educational levels of special needs and/or disabled adult populations were provided. "Intellikeys," computer overlays, and voice synthesizers were available for sight and hearing impaired individuals.

2. Curriculum development which includes applied strategies

   Sixty-seven multi-level instructional modules were developed for at-risk adults. There were 33 seminars developed and presented to 297 LEP students in life management skills. A total of 184 seminars were presented to 1,843 students in life management skills; topics included goal setting, time management, employability and careers.

3. Provision of a wide range of supportive services

   To facilitate the referral of academically and/or economically disadvantaged adults and provide delivery of support services, the following agencies have committed to the project: HRS/PI, PIC, Job Services of Florida, Vocational Rehabilitation, Bridgeway Counseling Services, OWCC Literacy Center, VISTA, and Displaced Homemakers Program.

4. Focus on career and educational planning

   Ninety-seven seminars on career and educational planning were presented to academically and/or economically disadvantaged adults. Supplementary to seminars were visits to OWCC Vocational Departments with emphasis on high wage, high-tech career such as drafting, graphics, word processing, technology and electronics.

5. Utilization of high technology instructions

   Students completed 6,171 hours of competency based computer/CDROM assisted instruction for basic academic and life management skills in an open entry/exit setting to facilitate a self-paced individualized style of learning.

For more information, contact: Barbara Simshauser, Grant Coordinator, Okaloosa-Walton Community College, 100 College Boulevard, Niceville, Florida 32578; (904) 729-5292, SunCom 687-5292.

NEW BEGINNING - SEX EQUITY PROGRAM
Chipola Junior College, Marianna Florida

This program was recognized as exemplary by the Equity Administrator for Vocational Education, Florida Vocational Education Association and Florida Association of Community Colleges.

Its activities assisted in achieving the following Department of Education goals:

- *Graduation Rate and Readiness for Postsecondary Education and Employment*
- *Student Performance*
- *Learning Environment*
- *Teachers and Staff*

The objective of the project is to offer broader opportunities and choices for participants to advance in their education, training and careers. The focus is on high-wage, high demand, non-traditional careers and related vocational-technical education.

Services include: 1) Financial aid for child care, tuition, books and supplies for transportation; 2) Assessment of achievement, aptitude and interest; 3) Career exploration and vocational counseling; 4) A peer support group; and 5) Referral for services beyond the mission project.

Forty eight students were enrolled in training for non-traditional, high-wage occupations in 1992-93. An additional 41 interested in such training, but not enrolled in qualified programs, also received service. Ten students completed training. In addition, 75 girls entering 9th and 10th grade participated in a mathematics workshop sponsored by the Sex Equity and Tech Prep programs.

To receive services, applicants need only declare an interest in learning an occupation non-traditional to their gender. Financial aid is limited to those with the greatest need, whose family income does not exceed 150 percent of the poverty guideline.

The coordinator, a trained counselor, divides her time between the Sex Equity, Single Parent, Displaced Homemakers, and Single Pregnant Women programs. The coordinator serves as developer, implements the program and provides leadership. Day-to day operation centers on the individual needs of students. Participants in all program areas interact.

Outstanding Characteristics

1. Career Counseling based on solid career/job market information

   Universities serving the program supply the coordinator with current and projected information and techniques for using it. All applicants are presented data on occupations that match their aptitude/interest/achievement profile and provide incomes meeting the applicant's needs.

2. Active and concerned advisory committee of local business people and supportive network of agency personnel

   The committee assessed needs with outcomes in mind and support the coordinator in changing directions as necessary. When lack of child care became critical, the committee's efforts were utilized to obtain on-campus child care. Chipola purchased property for a child care center, surveyed Florida's community colleges, and wrote grants seeking construction funds.

3. Support of Sex Equity program and concepts by the college Mathematics and Natural Science Department

   Two academic departments joined in Sex Equity promotions such as Women's History Month and provided instruction in a summer workshop on math for girls entering 9th and 10th grades.

4. Accessibility of students to program office, which opens on one side to a picnic area where students gather and, on the other, into the vocational director's office

   Students can see the counselor conveniently should transportation and child-care problems arise. Informal exchange takes place, sometimes including the director. Bulletin board displays of Sex Equity material, job openings, etc., are changed weekly.

5. Small size of institution

   Faculty and staff collaboration comes easily. While the coordinator has instructors return "progress reports" monthly, most contact her immediately if a program participant needs her attention.

For more information, contact: Addie Summers, Coordinator, Chipola Junior College, 3094 Indian Circle, Marianna, Florida 32446-2053; (904) 525-2761, SC 776-1288.

PROJECT PAVE - SEX EQUITY PROGRAM

Lake City Community College/Downtown Center

This program was recognized as exemplary by the Equity Administration, Florida Division of Vocational Education.

Its activities assisted in achieving the following Department of Education goals:

- *Graduation Rate and Readiness for Postsecondary Education and Employment*
- *Student Performance*
- *Learning Environment*
- *Teachers and Staff*

PROJECT PAVE -- *Promoting Access in Vocational Education* -- at Lake City Community College 52 students graduated and another 54 continued in training programs non-traditional for their gender. All were enrolled in high-wage programs. The program achieved 100 percent placement of graduates.

High attendance and retention were achieved through the program coordinators' regular meetings and trouble-shooting with instructors, program chairpersons, the retention coordinator and the Dean of Vocational Education.

Orientation for prospective students included such topics as job opportunities, career ladders, gender bias, etc. Students were given extensive vocational and interest assessments as well as Individualized Career Plans.

Non-traditional occupations were featured in a career awareness program for ninth and tenth grade students and at a career fair attended by 500 high school students.

Faculty and administrators were encouraged to provide a welcome environment for women and girls in nontraditional training in seven in-service sessions that addressed sexual harassment. The coordinator also trained members of the Tech Prep Consortium in the application of gender equity principles.

PAVE's mentoring program has been cited as effective by community agencies and business leaders. An example of the business expertise that was accessed was the shadowing of a Columbia County Forester by a Forestry Technology student.

Outstanding Characteristics

1. Provides support services

   Among the support services regularly provided in the gender equity program were: vocational counseling and assessment to 109 students; support group activities and personal counseling; staff collaboration and community support, as well as referrals for JTPA, PI, Pell grants, jobs, etc.

2. Focus on career and educational planning

   Prior to enrolling in LCCC, orientation was held for all students which addressed: job opportunities, career ladders, and gender bias. Individualized Career Plans (ICPs) are maintained on each student which include participation and anecdotal information such as problems/solutions, job search experiences, and per capita costs.

3. Effective transition School-to-Work

   Completers were made aware of job placement services at each vocational program office and from Florida Job Service on campus. A clothes closet was maintained at LCCC classroom at the mall so garments for job interviews were available. Special workshops were conducted on assessing employers, resume writing, interviewing, and job searching/relocating. All gender equity completers were employed or registered for higher education indicating an effective transition from community college to work.

4. Employability skills training

   Employability skills training for gender equity students included workshops on assessing employers, preparing resumes/interviewing techniques and on-job searching/relocating. Bi-monthly workshops were conducted on campus and at the Downtown Center; subjects included: stereotypes of women in school; building self esteem; balancing home/school/job; attitudes about money/budget/financial planning; stress and mental fitness; work/authority. Group self-help sessions followed each workshop.

5. Quality in-service training

   Coordinator spoke about sexual harassment to faculty/administrators, career service employees, and Student Development classes. In all, there were seven in-services conducted during 1992-93 with 266 attenders. Coordinator presented training in the application of gender equity principles and practices for directors/facilitators of Tech Prep Consortium.

For more information, contact: Jo Haley, Coordinator, PAVE, Lake City Community College, Route 3, Box 7, Lake City, Florida 32055; (904)752-1822, ext. 1375 or SunCom 840-1375.

PROJECT REWARD - SINGLE PARENTS, DISPLACED HOMEMAKERS, SINGLE PREGNANT WOMEN

Lake City Community College/Downtown Center

This program was recognized as exemplary by the Lake City Business and Professional Women.

Its activities assisted in achieving the following Department of Education goals:

- *Graduation Rate and Readiness for Postsecondary Education and Employment*
- *Student Performance*
- *Learning Environment*
- *Teachers and Staff*

The mission of PROJECT REWARD is to initiate strategies in serving single parents, displaced homemakers, and single pregnant women through job-preparatory vocational training. Upon completion of these programs, students are prepared with marketable skills leading to a high-wage occupation.

All students were referred for vocational assessment and/or sent to study/review at the LCCC Learning lab prior to tests required for acceptance into the vocational program, i.e. TABE, CPT, ACT. They also were coached in employability skills; received Individualized Career Plans and participated in bimonthly workshops in life management skills. A clothes closet at the mall classroom provided appropriate dress for job interviews.

In program year 1992-93, a total of 123 students were enrolled and 97 were in high-wage vocational programs. As of June 30, fifty-eight students completed the program; forty-five finishing high-wage programs, including 21 registered nurses and 5 medical laboratory technicians. One graduated in golf course operations. Student retention in LCCC's PROJECT REWARD has more than doubled in the past five-year period.

Among the support services were: vocational counseling and assessment to 190 students, support group activities, personal counseling, staff collaboration and community support. Referrals were made to jobs, J.T.P.A., Project Independence, Pell grants, and such services as battered women's shelter, child abuse, parenting skills, and credit counseling.

Partnerships with African-American Daughters of the Elks Lodge and J.T.P.A., as well as a February newsletter featuring Black History Month paid off in increased minority enrollment.

Outstanding Characteristics

1. Effective recruitment (especially among Minorities).

   The coordinator recruited in minority communities. She maintained a recruitment schedule in an effort to enroll more of the target populations into high-wage training, including pregnant teens and teen parents from area high schools.

2. Quality in-service training.

   The coordinator spoke about sexual harassment to faculty and administrators; to career service employees; and to student development classes. The program has become well-known and respected among chairpersons and instructors of high-wage vocational training programs on campus because of its many efforts to rescue or intercede on behalf of the target populations.

3. Practice to reduce sex bias/stereotyping.

   Nine single parents/displaced homemakers completed and 23 new or continuing students were enrolled in non-traditional programs for their gender. This enrollment reflected the practices and policies in effect to reduce sex bias and stereotyping among this target population as well as within the vocational staff.

4. Focus on career and educational planning.

   Orientation and employability skills training addressed job opportunities and training, acceptance standards and prerequisites for limited access programs. Assessments included Individual Career Plans (ICPs), anecdotal information, job search experiences, and vocational assessment tests (aptitude and interest), as well as TABE, CPT, ACT etc..

5. Effective transition from school to work.

   Completers were made aware of job placement services at each vocational program office and from Florida Job Service on campus. A clothes closet has been maintained at the LCCC classroom at the Mall providing students with garments for job interviews. Special workshops were conducted on accessing employers, resume writing, interviewing, job searching and relocating.

For more information, contact: Jo Haley, Coordinator, Lake City Community College/ Downtown Campus, Route 3, Box 7, Lake City, Florida 32055; (904) 753-1822 ext. 1375, SC 840-1375.

PROJECT REWARD - SINGLE PARENTS, DISPLACED HOMEMAKERS, SINGLE PREGNANT WOMEN

Seminole Community College

This program was recognized as exemplary by the Florida Employment Council for Women and Girls, Florida Vocational Association [two Best Practices Awards], the Florida Division of Vocational Education Exemplary Program Award, and the Sheelah Ryan Foundation.

Its activities assisted in achieving the following Department of Education goal:

- *Graduation rate and readiness for postsecondary education and employment*

Project Reward (Re-entering Education With A Real Determination) at Seminole Community College provides quality programs, services, and activities to single parents, displaced homemakers, and single pregnant women to enable them to attain vocational skills in high-wage occupations to ensure economic self-sufficiency. Prospective participants are counseled and their needs are assessed to determine the need for services, including financial help. Since 1989, the Seminole County unemployment rate has shown a continued growth. In addition, 1988 Florida statistics showed that 44 percent of children under age 6 had an employed single parent; 62 percent of children 6-17 had an employed single parent.

The objectives of this program were effective identification and recruitment, assessments, referrals, career counseling and vocational planning, increased enrollment in high-wage vocational programs, peer group activities (parenting classes, divorce seminars, singles support groups), and development of community linkages. An advisory board contributed advice, support, and additional resources.

Project Reward enrolled 58 single parents, displaced homemakers, and single pregnant women in vocational programs at Seminole Community College in Program Year 1992-93. Of that number, 7 completed their programs before June 30, 1993; 5 graduated later that year; 24 were still enrolled in programs; 4 left with marketable skills; 5 dropped out for various reasons; and 34 were new enrollees.

Statistics show there is a growing need for more programs to serve this special population. Not only are great benefits derived by the participants and their children, but society benefits economically as well.

Outstanding characteristics

1. Effective recruitment of participants with emphasis on ethnic minority recruitment efforts

   "Reaching Out," a brochure directed to minority women, has been a useful tool in recruitment of this population. Thirty-four new vocational enrollees resulted from this year's recruitment efforts. The "Bridging the Gap" program, a cooperative effort between the Reward Coordinator and the Coordinator of the Project Accept (Teen Parents) of Seminole County schools, is also a vehicle for recruitment. Six weeks of three-hour sessions provide training in goal-setting, decision- making, financial planning, assertiveness, and other life management skills.

2. Needs for a specific target population have been met

   Financial support and grants were provided to students through groups like PEO, Ryan Foundation, etc. The project's advisory board provided additional resources as well as advice and support. PROJECT REWARD, in turn, reached out to teen parents in Seminole County School District, assisting them with the transition to postsecondary vocational training through the "Bridging the Gap" program.

3. Integration of vocational and academic skills

   Curriculum for Occupational Requirements and Exploration (CORE) provides supportive services for vocational and A.S. degree students to learn critical academic competencies necessary to succeed in their programs. Self-paced, individualized instruction in basic, applied math and communication skills, employability skills, general health and safety were provided. Any vocational student needing academic support is referred to the CORE center.

4. Provision of a wide range of supportive services

   Ongoing support was provided through mini workshops, individual counseling, referrals for food, housing, legal, medical, financial aid, and scholarships.

5. Focus on career and educational planning

   Career counseling is a requirement for all single parents/displaced homemakers, and single pregnant women seeking any services from the program. The 18 hours offered in six sessions provided assessments, career and personal counseling, goal setting/decision making strategies, value clarification, stress management, time management, assertiveness training, and referral services.

For more information, contact: Midge Mycoff, Program Coordinator, Seminole Community College, 100 Weldon Boulevard, Sanford, Florida 32773; (407) 323-1450 or SunCom 353-1360.

PROJECT REWARD

Washington-Holmes Area Vocational-Technical Center, Chipley, Florida

This program was recognized as exemplary by the Florida Education and Employment Council for Women and Girls and the Equity Administration.

Its activities assisted in achieving the following Department of Education goal:

- *Graduation rate and readiness for postsecondary education and employment*

The mission of Project REWARD (Re-entering Education With A Real Determination) is to initiate strategies in serving single parents, displaced homemakers, and single pregnant women through job-preparatory vocational training. Upon completion of these programs, students are prepared with marketable skills leading to high-wage occupations.

Project REWARD serves this special population, many of whom survive on public assistance and desperately need high-wage employment to break this cycle. Their lack of skills requires both academic and vocational training. Potential participants' needs are assessed through aptitude testing and career exploration. They receive career guidance, develop individual career plans, and receive financial assistance for books, supplies, and child care. The project coordinator is easily accessible to students. She refers students to other agencies as needed and works with state and federal agencies and local business to ensure successful results for the participants.

In Program Year 1992-93, there were 89 program participants enrolled in vocational training. An additional 56 potential students received preparatory services and/or enrolled in adult basic education for remediation to receive a high school diploma or to prepare for the GED. Of 25 vocational program completers, 22 were employed by the end of the reporting year. In addition, minority enrollments doubled from the previous year.

Project REWARD is proud of the benefits and services provided to participants during 1992-93, a year when budgets were restrained. Successes of participants were highlighted and publicized in the community to attract future students.

The total impact of Project REWARD is yet to be seen as successful participants demonstrate the importance of education to their own children. Gaining marketable skills and obtaining high-wage employment enables single parents to attain the self-sufficiency needed to stay out of the welfare cycle.

Outstanding characteristics

1. Effective recruitment of participants, with emphasis on ethnic minority recruitment efforts

   Promotional efforts to recruit minority participants resulted in a doubling of the number of minority students enrolled in the program during 1991-92.

2. Needs for a specific target population have been met

   The needs for single parents, displaced homemakers, and single pregnant women have been met through counseling, assessment, financial assistance, child care benefits, support groups, newsletters, referrals, and networking with local, state, and federal programs.

3. Provision for a wide range of supportive services

   Preparatory and support services included aptitude and career assessment; career guidance and counseling; individual student counseling and career planning; direct financial assistance for tuition, fees, books, supplies, and child care; support groups; referrals to other service agencies; networking; monthly newsletters; motivational flyers; employability skills; and job placement. Appropriate career attire was even provided to some participants as needed.

4. Focus on career and educational planning

   Information regarding the need for high-wage vocational training, labor market trends, nontraditional career training, and financial educational benefits were shared with participants. Academic assessment and career exploration results were discussed and individual career plans were developed.

5. Inclusion of practices that reduce sex bias and sex role stereotyping

   Recruitment emphasized nontraditional careers and the resulting financial advantages for single parents and displaced homemakers. Pamphlets, films, and a school video depict students in nontraditional training programs. Support group topics have included nontraditional career identification and equity activities.

For more information, contact: Gene Prough, Director, Washington-Holmes Area Vocational-Technical Center, 209 Hoyt Street, Chipley, Florida 32428; (904) 638-1180 or SunCom 771-4123.

TECH PREP

Indian River Community College and the School Districts of Martin, Indian River, St. Lucie, and Okeechobee Counties

This program was recognized as exemplary by the American Association of Community Colleges and the United States Department of Education.

Its activities assisted in achieving the following Department of Education goals:

- *Graduation rate and readiness for postsecondary education and employment*
- *Student performance*
- *Learning environment*
- *Teachers and staff*

The partnership formed by Indian River Community College and the four public school districts in its service district (Indian River, Martin, Okeechobee and St. Lucie Counties) is committed to raising the level of expectation for all students.

This partnership has successfully implemented Tech Prep curricula models consisting of four years of secondary instruction with a common core of required proficiency in mathematics, science, communications, and technologies necessary to successfully pursue the associate degree in any of four major cluster areas including agritechnology, allied health, business management, and industrial technology clusters.

Currently, over three thousand students are enrolled in the tech prep program of study. This has been due to an intense effort by administrators, teachers, and counselors throughout the quad county area. This year 375 tech prep completers were evaluated using the National Assessment for Education Progress (NAEP) to test the level of competency in math, science, and reading.

The curriculum models produced by this consortium are being used nationwide as examples of "4+2" articulated tech prep programs. The state of Florida has provided funding so that these models can be adopted for use in all tech prep consortia throughout the state. Noteworthy regarding evaluation is an assessment of Indian River's Tech Prep project by the Southern Regional Education Board, which viewed this effort as an outstanding link to a community college. During the College's reaccreditation visit by the Southern Association of Colleges and Schools (SACS), the Indian River project received a commendation by the visiting team for demonstrating the attributes associated with successful tech prep implementation.

Outstanding Characteristics

1. Tech prep students complete much higher academic core than other vocational students

   Eighty-five percent of tech prep students are enrolled in level II academic classes in math, science, and communications as compared to 12% of regular vocational students.

2. Curriculum development which includes applied strategies

   The consortium has developed programs of study which emphasize teaching academic skills through solving real world problems. Specifically, courses in applied mathematics, applied physics, applied biology/chemistry, and applied communications have been adopted by all member schools.

3. Integration of academic and vocational skills

   The consortium has developed a number of academic and vocational integration activities. These include agriculture and biology, industrial technology and physics, business and communications. Additionally, all schools provide common planning time to vocational and academic teachers to pursue such activities.

4. Quality in-service training for educators

   During the 1992-93 school year, over 300 faculty received in-service in applied instructional methodologies, critical thinking, problem solving, career preparation, and counseling the tech prep student. These in-service activities also have been attended by teachers statewide.

5. Business and industry involvement

   In order to ensure that all vocational and academic courses meet industry standards and provide students who are prepared for the high performance workplace, the consortium has been committed to the input of business and industry representatives throughout the development of the tech prep program of study.

For more information, contact: Dr. Ray Isenburg, Vice President of Applied Science and Technology, Indian River Community College, 3209 Virginia Avenue, Ft. Pierce, Florida 34981; (407)462-4783 or SunCom 246-4783.

VOCATIONAL ASSESSMENT

Hillsborough County Jail, Hillsborough County Public Schools

This program was recognized as exemplary by the State Department of Labor and Employment Security; State Attorney's Office, Tampa; Hillsborough County Circuit Court; and Town and Country Hospital, Tampa.

Its activities assisted in achieving the following Department of Education goals:

- *Learning environment*
- *Graduation rate and readiness for postsecondary education*
- *Adult literacy*

The Vocational Assessment Program has been designed to provide group evaluations and a comprehensive one-on-one assessment of the individual's vocational strengths and weaknesses. The assessment concentrates on linking the individuals with previous educational experiences, present worker trait factors as defined by the United States Department of Labor, and with all of the educational resources available within the individual's particular county of residence.

Hillsborough County Jails addresses all of the specific needs and evaluates over 1,500 inmates annually with a one-on-one consultation. These individuals and their specific needs are identified, prioritized, and a comprehensive plan is developed that assists each individual to obtain the necessary skills to compete in today's job market.

The consultation identifies the inmate's immediate needs, i.e., drug and alcohol treatment, mental health, and social needs are discussed and requests and referrals are coordinated with the proper community agencies. The vocational evaluation emphasized here is that only a healthy, stable, and substance-free individual can successfully attempt to enrich their education.

All inmates within the correctional facility are free to request the evaluation. The evaluation has been widely recognized and utilized by probation and correction offices in order to assist individuals in rehabilitating themselves through education and to provide the judges of Hillsborough County the ability to individualize sentencing.

The program has received tremendous receptiveness throughout the community of rehabilitation specialists. Due to the high numbers of disabled individuals being evaluated, this program has had an immense interest and impact on the services of State Vocational Rehabilitation. This program has also referred hundreds of individuals into the training programs of JTPA and PIC in Hillsborough County.

Inmates with aspirations and abilities to achieve a college education are given a free application for Federal Student Aid and assistance in filling out the necessary forms.

Finally, the program maintains contact with all of the individual experts within their respective fields in order to remain current with the ever-changing community. Contact is maintained with all agencies who enter into the correctional facilities in order to evaluate our clients for their services. Inmates are kept well informed of all the options available to them in order to rehabilitate and educate themselves. Inmates, even after release, are free to maintain contact and quite often do so in order to obtain additional advice on other programs available or problems in their attempts to enter training programs.

Outstanding Characteristics

1. Focus on career and educational planning

   The SAGE group evaluation process identifies individual vocational strengths and weaknesses. The program remains current with all of the educational programs and other resources available throughout the community.

2. Outcome - oriented student evaluation process

   The SAGE group evaluation concentrates on linking secondary and post-secondary technical and collegiate programs as identified within the assessment process for each individual.

3. Integration of vocational and academic skills

   A one-on-one, holistic, academic/vocational/experiential exit consultation focusing on individual work-traits and career applications.

4. Provisions of a wide range of supportive services

   The exit consultation utilizes a referral system that provides access to all state, county, and city governmental agencies, including profit and non-profit. The local judicial system frequently utilizes the services of our program.

5. Business and industry involvement

   Clients enroll in numerous private and public job training programs (JTPA, PIC, PRIDE, SALVATION ARMY, VO-REHAB) and are subsequently employed.

For more information, contact: Peter S. Labruzzo, Supervisor for Special Programs, Erwin Technical Center; 2010 E. Hillsborough Avenue, Tampa, Florida 33610; (813) 231-1895.

YOUTH CAREERS INSTITUTE - PSAV EDUCATION TRANSITIONING PROJECT

Crestview, Niceville, DeFuniak Springs, Fort Walton Beach

This program was recognized as exemplary by the Crestview Chamber of Commerce - "Organization of the Year" and "Youth Leader of the Year" awards.

Its activities assisted in achieving the following Department of Education goal:

◆ *Graduation rate and readiness for Postsecondary education and employment*

Since 1991, the Private Industry Council has referred 93 high school dropouts and out-of-school youth (ages 16-21) for Youth Careers Institute educational services. Since 1991, the Private Industry Council (PIC) has referred over 1200 youth for Academic and Career Assessment prior to entering PIC Summer Youth Programs. A community service organization has referred 30 minority youth living in HUD housing for project services.

This project via the Okaloosa-Walton Community College Career Assessment Centers prepared economically disadvantaged youth for the competitive work force. Students developed workplace readiness skills competencies (managing resources, interpersonal skills, technical skills, job specific skills), basic skills, thinking skills, and enhancement of personal qualities (self esteem, self management, integrity, and honesty).

Youth Careers Institute programs are scheduled at the Private Industry Council/Okaloosa-Walton Community College (PIC/OWCC) Center in Crestview, the PIC/OWCC Center in Defuniak Springs and at the OWCC Fort Walton Beach Campus. Private Industry Council staff and Okaloosa-Walton Career Assessment Staff work as team members in providing Youth Career Institute services for disadvantaged youth. The length of the program is determined at each site based on participant need and progress towards educational and career goals.

Community-based organizations and business and industry are encouraged to be part of the project. High school dropouts and students in need of work site literacy skills are referred to the PIC/OWCC Technical Career Labs and the OWCC Literacy Center for remediation.

Participants' selection criteria are JTPA certified youth aged 14-21 enrolled in the DLES Project Independence Project, Youth Offenders, Teen Parents, Adult Basic Education Program, Food Stamp/AFDC recipients, or residing in Federal Low Income Housing Projects.

Support services were provided by the Private Industry Council, DLES Project Independence, Coordinated Transportation, Literacy Center, Life Skills Center, Vocational Rehabilitation, Probation and Parole, and Single Parent Project.

Outstanding Characteristics

1. Program effectiveness - dropout retrieval rate and dropout prevention success

   Enrolled 41 high school dropouts and out-of-school disadvantaged youth living in "rural" areas in Private Industry Council/Okaloosa-Walton Community College Youth Careers Institute Programs. Provided an alternative educational "learning opportunity" for 146 JTPA certified disadvantaged youth. Provided academic and career assessment of 460 JTPA certified youth entering summer youth programs. Provided academic tutoring; life skills training; and basic skills assessment, interests, and aptitude testing for 30 minority youth living in HUD housing.

2. Needs for a specific target population have been met

   Provided Basic Skill remediation and Career Development (Pre-employability/Work Maturity) Technical Training, Interpersonal Skills, Job Specific Skills, Career Sampling, and Work Experience for Economically Disadvantaged Youth, i.e. Teen Parents, Offenders, Food Stamp/AFDC recipients and youth living in HUD housing.

3. Career and educational planning

   Provided assessment of basic educational skills, career interests, aptitudes, personal needs, and occupational skills. Prepared disadvantaged youth for the world of work by providing career planning activities and interpersonal and Life Skills Training.

4. Employability skills training

   Prepared economically disadvantaged youth with workforce readiness skills in D.O.L. approved competency based employability skills program. Employability skills included self-esteem enhancement, Human Relations Skills, self-management, job-seeking, and job-keeping skills.

5. Inclusion of practices that reduce sex bias and sex stereotyping

   Economically disadvantaged youth were provided assessment of aptitudes and interests that were matched with nontraditional career training opportunities. Career counseling and career activities were provided to reduce sex bias and stereotyping in career choice and in the workplace.

For more information, contact: Juda B. McAdoo, Coordinator, Career Assessment Centers; Okaloosa-Walton Community College, 100 College Boulevard, Niceville, Florida 32578; (904) 863-6528.

APPENDIX C

Allocation of Supplementary State Grant Under Title III, Part F, of the Carl D. Perkins Vocational And Applied Technology Education Act of 1990; 1992-93

Supplementary State Grants were awarded to school districts with 15% or more of the children from families below the poverty level. Selected eligible districts were invited to apply for "Title III, Part F--Supplementary State Grants for Facilities and Equipment and Other Program Improvement Activities," funds by Division of Vocational, Adult and Community Education (DVACE) Memorandum-683 on September 8, 1992. During 1992-93, 25 districts applied for the $513,928 funds allocated to Florida. A total of $148,310 was unexpended to school districts for FY 1992-93.

These funds were used in the following manner:

- A Consumer Homemaking Secondary unit was renovated and a kitchen unit was added with these funds.
- Equipment purchased included computers and software packages, printers, scanners, TV/VCR combinations and video recorders. Equipment was also purchased/leased to enhance vocational education programs in Agronomic and Technology unclosing trailers, pullchain harrows, and rotary mowers.
- Curriculum Development and teaching activities included technology training, travel to exemplary state sites to observe programs, new software programs and equipment was incorporated into teaching and learning activities.
- Staff development and inservice training was provided to teachers, administrators on new software programs and equipment relative to vocational education programs.

Allocation of Supplementary State Grant Under Title III, Part F, of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990

1992-93

ELIGIBLE RECIPIENT	AMOUNT
Bradford	$15,756
Calhoun	9,999
Columbia	29,867
Desoto	17,078
Dixie	8,386
Franklin	9,466
Gadsden	70,651
Gilchrist	5,257
Glades	4,580
Gulf	9,902
Hamilton	12,256
Hardee	28,367
Hendry	22,029
Holmes	16,961
Jackson	36,801
Jefferson	14,401
Lafayette	3,709
Levy	17,804
Liberty	4,564
Madison	21,965
Putnam	48,235
Sumter	22,303
Suwannee	24,174
Taylor	16,707
Wakulla	7,386
Walton	20,675
Washington	14,627
Total Dollars	$513,928 *

* A total of $148,310 was unexpended to school districts for Fiscal Year 1992-93.

Source: DVACE, Florida's Plan for the Use of Federal Vocational Funds, Fiscal Years 1992, 1993, and 1994. Pages 235.

APPENDIX D

VOCATIONAL STUDENT ORGANIZATIONS
CARL PERKINS PROJECTS
1992-1993

Vocational Student Organizations offer students a wide variety of co-curricular activities designed to enhance vocational education in Agriculture, Business, Marketing, Public Service, Technology Education, Health Occupations, Home Economics, Diversified Occupations, and Industrial Education. These activities provide quality occupational and leadership opportunities for students participating at the district, regional, state and national levels. During 1992-93, Florida VSO's affiliated approximately 1750 chapters including 68,551 members. These students had opportunities to compete in one or more of some 374 competitive events.

Beginning in January, 1993, in accordance with the Accountability and School Improvement Acts, a project was issued to the governing body, or an LEA of their choice, for each Vocational Student Organization to provide the day-to-day administrative activities necessary to accomplish their goals and objectives. Listed below are the nine project recipients, the amount funded and the total allocation for 1992-1993:

PROJECT RECIPIENT	AMOUNT
Cooperative Education Clubs of Florida, Inc. (CECF)	$ 27,498
Distributive Education Clubs of America, Inc. (DECA/DEX)	25,325
Future Business Leaders of America, Inc. (FBLA/PBL)	53,137
Future Farmers of America, Inc. (FFA)	36,174
Florida State University (FHA/HERO)	30,856
Florida Association Public Service Students, Inc. (FLAPSS)	4,184
Health Occupations Student of America, Inc. (HOSA)	12,730
Technology Student Association, Inc. (TSA)	11,341
Vocational Industrial Clubs of America, Inc. (VICA)	24,437
TOTAL FUNDS ALLOCATED	$ 225,682

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